DOCUMENT RESUME

ED 160 786 08 CE 017 650

TITLE	Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH50646
PUB DATE	29 Jun 76
GRANT	G007503906
NOTE	281p.; Not available in hard copy because of reproducibility problems; For related documents see CE 017 649-651
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Career Education; *Consortia; Demonstration Programs; Elementary Secondary Education; Evaluation Methods; Information Dissemination; *Needs Assessment; *Program Descriptions; Program Development; Program Effectiveness; *Program Evaluation; *Program Improvement; Program Validation; School Districts
IDENTIFIERS	Eau Claire Public Schools WI; Kimberly Public Schools WI; Madison Public Schools WI; Oregon Consolidated Schools WI; Public Law 93 380; Shawano Public Schools WI; Sheboygan Public Schools WI; Watertown Public Schools WI; *Wisconsin Career Education Consortium

ABSTRACT

Seven Wisconsin school districts formed a consortium to improve district level implementation of career education, K-12. Each district developed assessment and/or evaluation instruments to meet their specific needs, and circulated these instruments among all seven districts for review and feedback. After revision and field testing, these instruments were compiled in a kit and made available to other school districts. Each consortium district also produced and disseminated demonstration packets (twenty-two altogether) based on various facets of career education. Finally, each district was engaged in activities to meet its own needs and objectives. For example, Eau Claire district focused on increasing guidance staff involvement in career guidance activities for students. (The seven individual district performance reports are included in this document; two accompanying documents contain the consortium-wide performance report, CE 017 649, and a third-party evaluator's report, CE 017 651.) Results indicated that the consortium project made a significant contribution to the enhancement of career education in the state, developed a number of good quality products, met incremental change levels identified by the schools, and provided dissemination activities that were effective and comprehensive in scope. Recommendations were made to increase the scope of the instruments and to determine the criterion related validities of the instruments. (Author/BM)

ED160786

FINAL PROJECT PERFORMANCE REPORT

WISCONSIN K-12
CAREER EDUCATION CONSORTIUM

Volume II of two volumes.
Project No. 554AH50646
Grant No. G007503906

BEST COPY AVAILABLE

June 29, 1976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 017 650

Funded through a grant from the Office of Career Education, U. S. Office of Education, Department of Health, Education and Welfare pursuant to Education Amendment of 1974, Section 406, Title IV, Public Law 93-380.

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

CAREER EDUCATION PROGRAM

1. Project No.: 55AH50646

2. Grant No.: G007503906

3. Nature of Report: ___ Semi-annual X Final

4. Project Title: Effecting Incremental Quality Improvement of Career Education Implementation in a Consortium of Selected Wisconsin K-12 School Districts.

5. Period Covered by This Report: From: 6/30/75 To: 6/29/76

6. Category of Project (as specified in 45CFR 160d.5 and 160d.11):

X Incremental ___ Settings ___ Populations ___ Training

___ Communications ___ State Plan

7. Project Director:

Robert S. Meyer

8. Grantee/Assistance Contractor Institution:

Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

608-266-7987

FINAL PROJECT PERFORMANCE REPORT

WISCONSIN K-12 CAREER EDUCATION CONSORTIUM

TABLE OF CONTENTS

A. Abstract (See Volume I)

B. Introduction (See Volume I)

C. Report on Consortium as a Whole (See Volume I)

Volume II

D. Reports from Consortium Districts

1. Eau Claire -- 1
2. Kimberly -- 34
3. Madison -- 43
4. Oregon -- 101
5. Shawano -- 136
6. Sheboygan -- 180
7. Watertown -- 195

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

EAU CLAIRE, WISCONSIN

B. Report of the Activities Conducted by the Eau Claire Area School District

9. Major Activities

a. Objective One:

Classroom teachers and administrators will increase their involvement in career education as a result of participation in a summer curriculum writing workshop and a structured career education inservice program conducted during the school year as evidenced by objective classroom activities, student surveys, teacher opinionnaires, and parent responses.

In the original proposal the Eau Claire Area School District planned to conduct a summer workshop involving staff from all levels of the Eau Claire Area School District aimed at increasing both the quality and quantity of classroom activities which reflect the infusion of the 16 career education concepts into the existing curriculum. Because of the late notification of approval and reduced funding level, the plans for the summer workshop were abandoned. Instead, all staff members were encouraged to submit individual, group, or building proposals for curriculum development to be accomplished and implemented during the 1975-76 school year. (A copy of the request for proposals is attached.) A total of 14 such proposals were approved and completed during this funding period. A total of 77 classroom teachers and counselors were directly involved in the planning of the 14 proposals. (A resume' of these proposals is also herewith attached.)

The mini-proposals cover both elementary and secondary levels. One-half of the 20 elementary schools and the 4 secondary schools in the Eau Claire Area School District were selected for pilot mini-programs. Activities sponsored by this project included units on career awareness, self concept, and decision making. To this end, over 300 local resource persons visited the schools and discussed their occupations with students at all levels. Individual and small group field trips were conducted throughout the year for K-12. Special units were conducted which were designed to improve the student's self concept and self awareness. The guidance staff developed a year-long program which stressed career education activities conducted both in academic classrooms and in other settings in the school and community. (The guidance activities are discussed in detail under objective two.)

A two week summer workshop was held from July 28 through August 8, 1975, involving secondary guidance counselors for the purpose of increasing involvement of the guidance staff in developing appropriate and relevant career guidance activities aimed at assisting students in making appropriate educational and career decisions. During the two week workshop the group developed plans to conduct such activities as monthly occupational cluster programs. Resource people were contacted, and a tentative schedule was adopted. In addition, a plan to implement an individual visitation program was developed. A tentative list of over 100 businesses and industries with the appropriate contact persons was established. Both programs were implemented during this project and are discussed in detail later in this report.

During the summer workshop and throughout the 1975-76 school year, various resource materials were previewed and purchased. The search for new and appropriate career education resource materials is also currently being conducted for future purchases.

Extensive system-wide and building level inservice activities relating to career education were also conducted. Two major inservice activities were: 1) A series for classroom teachers, K-8, "Bread and Butterflies," and 2) Graduate class relating to "Methods and Curriculum for Career Education."

Evidence of the impact that project activities have had on staff and students is shown both in the locally gathered data and in the third party evaluator's portion of this report.

Local data shows that 100% of the staff and students were directly involved in career education activities conducted in the 10 pilot elementary schools. Opinionnaires to students, parents, and staff also showed a very positive reaction. A random sample of all elementary teachers showed that they used films and/or slides to show people at work on an average of ten times throughout the year and frequently discussed jobs and places people work. Secondary data was somewhat more difficult to interpret because of the intervention of the guidance component; however, significant increases were noted. Instruments administered to secondary students and staff are discussed in the third party evaluator's section of this report and also under objective two.

b. Objective Two:

Guidance and counseling staff will increase its involvement in career oriented activities through the participation in a career education summer workshop, extensive inservice, and visits to schools as evidenced by a log of activities, teacher inservice, student questionnaires, and parent responses.

The guidance portion of the Eau Claire Area School District's part in the *Proposal for Effecting Incremental Quality Improvement of Career Education Implementation in a Consortium of Selected Wisconsin K-12 School Districts* began in the summer of 1975, when the two high school (Memorial High School and North High School) guidance staffs held a week long workshop to review existing career education activities within the school system's guidance program.

This effort resulted in the general observation that meaningful career education activities must be part of a well organized guidance program. Also, it led to the conclusion that many of the traditional guidance/counseling activities available to Eau Claire high school students should be revamped, revised, and revitalized, and that new programs and techniques should be incorporated into the ongoing guidance program.

Toward this dedication, the guidance staffs identified four distinct goals of the high school career education program including: a) providing students with the most current and useful career education services and materials; b) assisting teachers in planning units and activities in career education and/or integrating career education concepts into the ongoing curriculum; c) informing parents of guidance/counseling services available to their sons/daughters relative to career preparation; and d) making greater use of community resources and community resource persons in career awareness activities for Memorial High School students.

The general term given to the guidance efforts in career education is *The* (Memorial and North) *High School Experience.* This experience is seen as beginning midway through a student's ninth grade year when he/she is first contacted by a high school counselor and continuing through three years of high school, culminating with graduation. Throughout this program, all students are encouraged to view high school as a continuous, sequential series of experiences directed at preparing them for post-high school endeavors. Each student, regardless of his/her plans after high school, is shown how specialized preparation can be achieved through the several academic, co-curricular, and extra-curricular opportunities available in Eau Claire high schools.

This portion of the final report is directed at reviewing those phases of the program completed, outlining those phases in progress, and suggesting those phases scheduled for future implementation.[1]

STUDENTS:

The guidance staff's initial contact with students occurred two weeks prior to the opening of the regular 1975-76 school year, when a counselor was available to students on a walk-in basis between 7:30 a.m. and 4 p.m., Monday through Friday. Although scheduling and schedule revision per se are not viewed as guidance functions, these activities provided the impetus for several one-to-one sessions relative to the student's career aspirations and goals during this two week period.

During the opening week of the regular school year, the four counselors visited junior and senior home bases for the purpose of explaining new guidance/counseling procedures to students and to invite them to visit the newly remodeled guidance center.

These two early contacts were designed to provide the guidance staff with an opportunity to introduce itself and its services to the students; and, consequently, to establish a basis for its future activities.

Following is a description of group career education activities conducted for each high school class and junior high school ninth graders by the high school guidance staff.[2]

---

[1] Although career education is viewed as a system-wide endeavor by the high school guidance staffs, minor variations occur relative to an individual building's needs. Consequently, described heretofore is a consolidation of activities promoted/sponsored by the guidance staffs at Memorial High School and North High School within their respective buildings.

9

Seniors:

During the 1975-76 school year, counselors met with seniors several times for full periods in their social studies classes. On these occasions, it was emphasized that guidance services are for everyone, and information was provided students considering post-high school educational pursuits, the United States military service, the work world, marriage, and/or "stopping out." Opening meetings dealt with these topics in general terms, while later sessions involved more detailed information, and closing discussions tied together "loose ends." At a final meeting, the *Wisconsin Senior Survey* was administered, and seniors were advised of the services the school's guidance department would provide them in their post-high school years.

During the first session, each senior was asked to complete a survey card relative to his/her post-high school plans. These cards were processed in order to construct small group guidance sessions based on similar student career interests. During the school year, sessions were held for interested seniors on such topics as employment opportunities, college/technical school admission requirements and financial aids, military enlistment, and other general concerns. These sessions were conducted in general terms by the guidance staff. In response to *SQGS* item # 1, "My school counselor encourages me to think about what I am going to do when I finish high school," 56% of Eau Claire seniors responded in the affirmative.

Supplemental to these general sessions, available to seniors during the school year were opportunities to investigate specific post-high school interests. Weekly, representatives from many of Wisconsin's public and private colleges and universities visited the school system and discussed their schools' programs with students. Other resource persons available to Eau Claire seniors included a representative from District One Technical Institute; public relations personnel from all military services who appeared on a regular rotating basis throughout the year; a representative from the Wisconsin Job Service Office; and an expert on financial aids for post-high school educational pursuits. Approximately 74% of Eau Claire seniors agreed with *SQGS* item # 23, "I have had opportunity to speak with representatives of various colleges, technical schools, the United States military services, and other post-high school training programs while I was in high school."

---

[2] In an effort to evaluate the effectiveness of career guidance services on the high school level, Eau Claire ninth graders, sophomores, juniors, and seniors were asked to complete the *Student Questionnaire on Guidance Services (SQGS)* at the end of the 1975-76 school year.

Responses to individual items on this 25-item questionnaire will be cited throughout this report to indicate the degree of effectiveness of various activities described. The complete questionnaire is also included in the Appendix.

Vocational tests and interest surveys/inventories have proven valuable supplements to the career guidance program for Eau Claire seniors. During October, approximately 48% of the 1976 class took the *Armed Services Vocational Aptitude Battery (ASVAB)*. Provided as a public service of the United States military services, the battery consists of nine sub-tests[3] and gives both males and females indication of the types of careers best matched to their individual vocational skills. Seniors were also able to take the *Hall Occupational Orientation Inventory (HOOI)* and/or Holland's *Self-Directed Search (SDS)*. Both instruments measure personality traits relative to job satisfaction and success. Self-administered and scored, approximately 20% of the seniors took advantage of this opportunity.

Recognizing that tests, inventories, and surveys are no more or less effective than the use made of the results, *ASVAB*, *HOOI*, and *SDS* results were used by counselors as another basis for one-to-one and small group career counseling sessions. Almost 92% of the seniors responded positively to *SQGS* item # 4, "I have had opportunity to take career interest tests, inventories, and surveys during my high school years;" while approximately 58% concurred with *SQGS* item # 14, "I have received help from a school counselor in understanding the meaning of standardized test scores I have taken (such as achievement, school ability, or aptitude tests.)"

Juniors:

Although it was imperative to concentrate early career guidance/ counseling efforts in the senior class, the total career program involved all three grade levels.

After the initial home base visit, counselors made several further contacts with juniors through their English classes during the school year. Basically, these meetings were discussions and activities preparatory to the senior year. At the first session, juniors were asked to complete the *Career Interest Survey*, which is directed at assisting individuals understand their work interests. Sponsored by the District One Technical Institute, this survey allowed the guidance staff to arrange small group career counseling sessions based on common student career interests.

Juniors were also given the opportunity to take the *ASVAB*, *HOOI*, and *SDS*. Results of these tests and inventories were utilized in the same manner as with the seniors by the guidance staff. Concerning SQGS items # 4 and # 14, approximately 89% and 48% of juniors responded affirmatively, respectively.

---

[3] Large scale revision of *ASVAB* has recently been completed. The test, which will appear in the fall of 1976, will contain 12 sub-tests and will provide females with a better appraisal of their vocational abilities than its predecessor.

Sophomores:

The guidance staff's first contact with sophomores was in conjunction with the English department's *Sophomore Orientation* program in early September.

The guidance department both planned and implemented the opening and closing sessions of this week long program dedicated to familiarizing sophomores with the facilities and services of the school. *SQGS* item # 12 stated, "The guidance services at my school have been explained to me." Approximately 81% of the sophomores agreed. The opening session was conducted for groups of 60-120 students and featured a career movie entitled, "Find Yourself and Then Your Job," and a discussion of the guidance services available at the high school level. The closing session involved the four counselors meeting with classroom-size groups for the purpose of discussing the high school experience as preparation for successful adulthood. A brochure entitled, "Counseling Is...." contained a detachable coupon which allowed students an opportunity to request personal interviews with a counselor. This coupon has given the guidance staff a convenient reference for one-to-one counseling follow-up sessions throughout the year.

Between December and February, counselors met with sophomores again through their biology classes to again discuss *The* (Memorial/North) *High School Experience* and what an individual could do in his/her remaining years to make this experience most profitable.

Supplemental to these meetings, counselors were available on a one-to-one and small group basis to discuss with students different courses of study, special programs, career plans and preparation, requirements for various post-high school educational pursuits, and other aspects of their approaching high school year. Approximately 91% of the sophomores felt, "I can get help from my counselor in considering information about myself as it relates to my future educational and vocational plans," which was *SQGS* item # 5.

In March, sophomores were again contacted through their English classes and had an opportunity to take the *HOOI* as an opening activity in a two day self career awareness program.

Ninth Graders:

The high school guidance staff's career education program also extended to junior high school ninth graders. In introducing these students to *The* (Memorial/North) *High School Experience*, the guidance staff planned a four-part program which involved the following phases:

During January, a MHS counselor met with ninth graders in classroom-size groups to discuss general graduation requirements and specific curricular, co-curricular, and extra-curricular opportunities. Students were given a booklet which detailed this information.

Later in the month, parents were invited to an evening meeting at which administrators, counselors, and department chairpersons discussed aspects of the school's total program of particular interest and concern to the parent.

Shortly after this meeting, ninth graders were bused to the high school for half-day tours of the building, its special facilities and its program. Students were given a view of the general educational process and were allowed to visit departments of specific interest to them.

In the final phase of the program, a counselor spent an entire day in the junior high school English resource center for one-to-one and small group conferences with students who wanted to discuss different courses of study, special programs, career plans and preparation, requirements for various post-high school educational pursuits, and other aspects of their approaching high school years. *SQGS* item # 3 stated, "Before I entered tenth grade, I was helped to plan my high school program." Approximately 71% of the ninth graders agreed.

TEACHERS:

The guidance staff's efforts in assisting teachers with planning and implementing career classroom activities and units were continous throughout the school year. Guidance newsletters and notices were circulated periodically to the faculty concerning various careers and advising the teachers of the assistance the guidance staff could provide them in preparing and implementing a career activity/unit including arranging field trips, contacting community resource people, and discussing careers with students on a classroom or small group basis.

Essential to the guidance staff's success in this area is the cooperation of library and media center personnel who have given excellent publicity to the "Career-of-the-Month" project which features a different occupational cluster monthly throughout the school year and provides print and audiovisual materials for classroom use.

Another valuable supplement to these efforts has been the work of a job placement specialist from the Wisconsin Job Service Office who serves each high school on a half-time basis as an employment consultant and work placement counselor.

During the year, the specialist has spoken to several classes on employment related topics and has conducted a mini-workshop for seniors who indicated a desire to enter the work world directly after high school graduation. Many work related topics were covered, ranging from interviewing techniques to the Eau Claire area job outlook for 1976.

During the school year, the guidance staff has been involved in career activities/units in agriculture, business education, English, home economics, industrial arts, science, social studies, and special education. Most notable projects were "career days," which involved approximately 50 community resource persons representing a variety of occupations in a particular career cluster and "career panels" which involved five or six experts explaining their careers to the audience and answering all student questions. Approximately 68% of all high school students responded favorably to *SQGS* item # 21, "Career days, outside resource people, and guest speakers were helpful to me in learning about various career opportunities and requirements."

PARENTS:

Parent awareness and involvement is considered another prime factor in the success of a career guidance program; consequently, efforts were made to keep parents informed of guidance/counseling activities. Toward this end, a guidance newsletter was published six times during the year informing parents of current happenings, depicting upcoming events, describing new programs, and providing other types of career guidance information. One issue of the guidance newsletter contained a detachable coupon which parents could complete, return to the school, and be assured of a telephone call from a guidance staff member directed at assisting them with a particular school related question.

A major event for parents was a guidance "Open House," which provided them an opportunity to talk to school counselors and resource experts in the areas of college admissions, technical school training, financial aids, the United States military services, the world of work, and other topics of concern to their sons and daughters.

COMMUNITY:

Another important goal of the high school career education program was increased community participation. Already described have been the "career days" and "career panels" and the guidance "open house." Also, several individuals from the Eau Claire area spent time in various classes serving as outside experts during the school year.

A new school-community related project initiated by the guidance department is an individual field trip project which allows a student to go into the community and spend a day with a person actually involved in an occupation of special interest to the student. Over 200 students have taken advantage of this opportunity this year.

Individually, members of the guidance staff have increased efforts to keep up to date in career education through professional reading; membership in local, state, and national professional organizations; and attendance at conferences, conventions, and meetings. Members of the guidance staff have visited several different college campuses and technical schools, have participated in many career education seminars, workshops, and "swap shops" for the purpose of exchanging ideas with other professionals, and have taken field trips to area industries and businesses to learn more about particular career areas.

A major involvement of many Eau Claire guidance staff members was a locally produced guidance film. Entitled 3R's and a C: Guidance As Basic Education, the film was directed and produced by two Eau Claire school system media specialists with counselors serving on an advisory board and acting in the film.

The film depicts the many facets of guidance and the varied roles of the counselor in grades K-12. It will be used to inform parents and the general public of the functions of the school guidance program and the role of the school counselor.

SUMMARY:

In summary, the high school's guidance staff has increased the effectiveness of its career education efforts through individually involving each student in self and career awareness activities. This was accomplished through adding continuity and organization to the existing program while implementing new programs, by assisting teachers in career education activities and units, and by involving parents and community resources in the career guidance program.

Reviewing this year's career education program from the standpoint of finding areas for improvement, it appears that expansion rather than addition would increase effectiveness next year. Toward this end, the guidance staff has initiated plans to increase small group counseling activities, to further utilize outside resource people, and to add career interest surveys/inventories for all students at each high school grade level.

Concerning the first point, more attention will be given to special students including those in special education classes and work-study programs. Plans have already been made for a large scale "careers night" next fall, at which students and parents will be able to meet with over 100 resource people representing colleges, vocational-technical institutes, trade schools, the United States military services, and private industry. Further, beginning next year, more career day programs based on the career cluster concept will be held yearly. Each day three different career cluster areas will be selected; hence, by the time a 1977 sophomore graduates, he/she will have had opportunity to secure information about 40-50 specific careers in the nine different career cluster areas.

Also beginning in 1977, sophomores will be given the *HOOI*, juniors the *Ohio Vocational Interest Survey (OVIS)*, and seniors the *Strong-Campbell Interest Survey (SCII)*.

c. Objective Three:

> *Professional staff of the Eau Claire Area School District will increase its understanding and involvement in career education activities during the 1976-77 school year through participation in system-wide career education inservice activities with special emphasis given to all recently hired staff members as evidenced by staff surveys.*

The Eau Claire Area School District employed 54 new staff members prior to the start of the 1975-76 school year. In October, a full-day inservice program was conducted to acquaint them with the unique district programs including career education.

Eau Claire curriculum guides previously developed were distributed, and a brief discussion of the 16 Wisconsin career education concepts was conducted. In addition, lists of career education resource materials available locally were supplied each staff member.

Veteran teachers active in career education in each building also assisted new staff members initiate appropriate career education activities. In many instances, abstracts of units previously taught were provided.

The building administration was responsible for follow up of the initial inservice. System-wide inservice covering career education was conducted early in the 1975-76 school year The IMC Director discussed and demonstrated the career education resource materials available from the local center, and the Director of Federal Programs explained the procedure for developing the mini-proposals.

A number of building level inservice and planning meetings were held in those schools that received approval of a mini-career education proposal. Consultants and resource persons met with the building staff to increase their awareness and understanding of career education concepts and activities. Staff members and students also visited various members of the community to gather information about occupations and opportunities in the Eau Claire area.

Another significant inservice activity included a two day inservice programon the use of the film series, Bread and Butterflies. Consultants from University of Wisconsin-Stout, Menomonie, Wisconsin, were commissioned to provide instruction to 44 elementary and junior high school teachers and administrators on the proper discussion techniques to employ with the series.

A regional career education inservice workshop was held in April for local and area teachers, counselors, and administrators. One hundred fifty-seven persons were in attendance. Commercial vendors and local staff displayed career education materials and programs. In addition, panels of local staff discussed their respective programs and activities.

The effectiveness of the inservice efforts was evidenced by the frequency of requests for resource materials from the IMC, attendance at voluntary inservice meetings and workshops, and questionnaires.

A questionnaire was distributed to all new staff following the special session held in October. Over 80% of those surveyed indicated that the meeting was helpful and that they had a better understanding of career education. Some felt that the session should have been longer and conducted before the start of the school year.

Building level inservice meetings were also evaluated by teacher surveys. In every case, better than 75% of those surveyed felt they benefited from the meetings, and that they would increase the number of career education activities conducted in their classrooms.

Each participant of the regional career education workshop was asked to fill out an evaluation form. These forms were processed by the third party evaluator. The results showed that 73% felt the activities were extremely or very relevant. Approximately 90% felt that the materials and ideas presented would be useful in their classrooms.

The participation in the weekend inservice session on Bread and Butterflies was voluntary. The fact that 44 staff members attended and paid fees to UW-Stout attests to the appropriateness of the workshop. Since the workshop, a number of staff have requested that the workshop be repeated.

The impact of the inservice activities on students was not surveyed directly; however, its effects can be seen in staff behavior. This facet is measured indirectly and is reported elsewhere in this report and in the third party evaluator's section.

10. Project Participants

(See attached Career Education Program Participant Summary form.)

11. Evaluation (See 9. Major Activities)

Basically, evaluation of Eau Claire's portion of the *Proposal for Effecting Incremental Quality Improvements of Career Education Implementation in a Consortium of Selected Wisconsin K-12 School Districts* was accomplished through efforts by a third party evaluator and/or locally designed methods.

Dr. Orville Nelson, University of Wisconsin-Stout, Menomonie, served as project third party evaluator and originated questionnaires/opinionnaires to measure the effectiveness of career education programs, activities, units, grades K-12.

One type of questionnaire was sent to 140 elementary teachers and 140 secondary teachers, which represented approximately 50% of the Eau Claire faculty. Another form was distributed to all 16 counselors in the Eau Claire Area School District, while a third type was administered to Eau Claire students in the sixth and eighth grades.

Dr. Nelson and his staff reinforced this effort with visitation to several Eau Claire elementary and secondary schools for the purpose of observation and personal interview.

Supplemental to these endeavors, extensive local evaluation was also conducted.

All Eau Claire students in grades nine through twelve were given a *Student Questionnaire on Guidance Services (SQGS)*, a 25-item opinionnaire which used a Likert scale to determine the impact of career education efforts on the secondary level.

Junior high school students were given opinionnaires after completion of all career education units within particular subject areas.

Eau Claire elementary teachers, administrators, and counselors were

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/Negro	Caucasian/White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)	42	34	10	5,270	14	5,370	N/A	N/A	N/A	2,703	2,667
Middle/Jr. High (7-9)	10	13	1	2,628	2	2,654	"	"	"	1,331	1,323
Senior High (10-12)	2	9	0	1,608	6	1,625	"	"	"	797	828
2-Year College	N/A	N/A	N/A	N/A	N/A	N/A	"	"	"	N/A	N/A
4-Year College	"	"	"	"	"	"	"	"	"	"	"
Adults (non-matriculated)	"	"	"	"	"	"	"	"	"	"	"
Sub-total:	54	56	11	9,506	22	9,649	"	"	"	4,831	4,818
Educational Personnel:											
Teachers				504		504				208	296
Counselors				20		20				13	7
Administrators				31		31				31	0
Members of the Business/Labor/Industry Community:				300*		300*					
Parents:				2,000*		2,000*					
Other (specify):											
Total:	54	56	11	12,361	22	12,504					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

* ESTIMATE

EAU CLAIRE

surveyed relative to their opinions on career education programs within their particular buildings through a locally devised open-ended questionnaire. Further, elementary classroom teachers polled their students before, during, and after career activities and units.

A pre-test and post-test were given to Eau Claire parents who served as an audience for the premiere screening of a locally produced film on guidance in grades K-12.

Supplemental to these endeavors were continuous visitation, observation, and interviews by local project director Clifford Stanford.

Fourteen different mini-projects were completed by Eau Claire teachers, counselors, and administrators during the 1975-76 school year. Each of these projects was required to contain an evaluation method.

Although the evaluation methods described were locally devised, all questionnaires/opinionnaires and other evaluation forms designed and used by Eau Claire were part of the Assessment and Evaluation Kit maintained by the seven school Consortium. As part of the AE Kit, they were reviewed by Consortium members who edited them prior to their employment in Eau Claire.

12. Anticipated Changes and/or Problems

As previously stated, the late notification and reduced level of funding made it necessary to eliminate the two week summer workshop for curriculum writing and to develop alternative approaches. Consequently, individual, group, or building level mini-project proposals involving staff K-12 were requested and received from the staff. Because of limited funds, only fourteen such proposals were conducted. Consequently, ten pilot elementary and four secondary schools received the direct benefits from this project.

a. Anticipated Changes:

In the event that the Consortium is funded for another year, efforts will be made to expand project activities to all twenty elementary schools while further developing and improving the present programs. In addition, increased dissemination activities will include the identification of a neighboring school district of similar size for the purpose of testing the transportability of programs and materials developed in Eau Claire.

b. Problem:

As of this writing, no official word has yet been received concerning future funding. Therefore, there seems little likelihood that a summer curriculum writing workshop could be conducted prior to the start of the 1976-77 school year. This will necessitate following the same procedures of calling for mini-proposals and conducting inservice activities during the school year. The press of the day-to-day demands on staff time makes this approach more difficult.

Further, the limitations of funds establishes the parameters of project activities. It is anticipated that fiscal 1977 funds will be less than this past year. As a result, financial constraints will continue to preclude the hiring of a full-time director. The practice of relying on building administrators to provide the bulk of the supervision will continue to be necessary.

c. Evaluation:

The evaluation of this project included the services of a third party and local efforts. The results, while adequate, suggest that more attention should be given to locally developed instruments. While the mini-proposals required local evaluation, the quality of the local evaluation suggests that some inservice on evaluation techniques is needed to assist the staff in this endeavor.

13. Dissemination Activities

For the past five years, the Eau Claire Area School District has been active in the development of career education materials and programs. Curriculum writing workshops were conducted involving all grade levels, K-6, and each academic discipline, 7-12. Curriculum guides suggesting practical classroom activities were developed. Several hundred of these guides have been sent to local school districts and individual educators throughout the nation.

Throughout this project period, several school districts have sent staff representatives to visit the Eau Claire Area Schools to observe the career education program and talk with local staff. In addition, panels of Eau Claire staff have traveled to neighboring districts for the purpose of conducting inservice workshops on career education.

Presentations by Eau Claire project staff at various regional and state professional meetings and/or conventions were conducted on numerous occasions during the past several years with six such appearances occurring during this project period. Of particular significance was a presentation made by the local project director at the AASA convention at Atlantic City in February, 1976.

Each of the Consortium schools also participated in a regional career education workshop. The West Central Wisconsin regional workshop was held in Eau Claire on April 22, 1976. Panels of Eau Claire staff displayed locally developed materials and made presentations on programs established. Commercial vendors were invited to demonstrate and display newly published resource materials and/or equipment. One hundred fifty-seven area teachers, counselors, and administrators attended.

Information concerning the local project activities was provided the general public through a variety of media. Local press, radio, and TV carried numerous news releases during the year describing the career education efforts. In addition, the Eau Claire Area School District's quarterly newsletter to parents contained several articles depicting project activities. (See the Appendix.) The staff was kept informed of significant aspects of the project through the intra-school communique called the Claireon. (See Appendix.)

In the event that the Wisconsin Consortium project is funded during fiscal 1977, it is anticipated that the dissemination activities cited previously will be continued and expanded. In addition, each participating school will identify a cooperating school district of similar size for the purpose of field testing career education programs and materials developed locally. The primary purposes of this activity will be to solicit suggestions for improvement and to test their transportability.

14. Special Activities

Eau Claire efforts to identify and develop the vocational skills of special education students have been reinforced through involvement of these students in practical vocational evaluation and work placement situations, and through provision of specialized guidance and counseling opportunities.

The high school work-study programs directed at assisting potential school "dropouts" achieve productive adult citizenship has been under continuous judicial review for the purpose of updating and improving techniques and methods.

All career education materials locally produced or purchased from commercial vendors are carefully scrutinized to prevent race or sex bias and/or stereotyping.

INCREMENTAL IMPROVEMENT

CRITERIA	DOCUMENTATION
1. From 50% to 75% participation by elementary school teachers in conducting at least 5 career education activities in the classroom.	Third party evaluation of mini-project schools.
2. From 10% to 50% of senior high teachers engaging in 5 or more career education activities.	Third party evaluation of guidance component.
3. From 30% of elementary classrooms utilizing at least one community resource person to 50% of elementary classrooms utilizing community resource persons twice or more.	Third party evaluation of mini-project schools. Local surveys.
4. From 50% of middle or junior high students involved in at least one hands-on exploration project to 75% middle or junior high students involved in 2 or more hands-on career exploration projects.	Local evaluation of eighth grade career education units. Ninth grade orientation program.
5. Participation of community persons two or more times in at least 50% of senior high classrooms.	Third party evaluation of guidance component.
6. Evidence of the effectiveness of career education at the middle or junior high school level.	Third party evaluation. Local follow up.
7. One or more semester projects of simulated or actual work experience for at least 45% of seniors.	Twenty-three local co-ops and/or vocational Capstone programs.
8. Systematic career decision making activities through individual and/or group counseling, for at least 80% of senior high students.	Third party evaluation of guidance component. Senior Guidelines.
9. A coordination of career education activities for the school system.	Part-time Central Office administrator as local director.
10. Job and/or placement services which are available to all students who leave school.	Full-time placement counselor - Wisconsin Job Service Office.

Eau Claire Area Schools
1976

Memorial ☐ North ☐ Central ☐ DeLong ☐

Boy ☐ Girl ☐

Grade: 8 - 9 - 10 - 11 - 12 (Circle one.)

I consider myself to be an A - B - C - D student. (Circle one.)

STUDENT QUESTIONNAIRE ON GUIDANCE SERVICES

1. The purpose of this questionnaire is to determine how students feel about the career guidance/counseling services offered by their school. Please answer as honestly as you can; do not either exaggerate or understate. State your true feelings. Please do not write your name on this questionnaire, but check the correct boxes in the upper left corner.

2. Read the scale of responses before beginning the survey. After you read each statement, put a circle around only *one* point on the scale next to that statement.

Scale of responses:

1	2	3	4	5
Strongly Agree	Agree	Don't Know or Not Sure	Somewhat Disagree	Strongly Disagree

(Confine your response to one point for each item. Answer all items.)

1 2 3 4 5 SA A DK SD SDA	1. My school counselor encourages me to think about what I am going to do when I finish high school.
1 2 3 4 5 SA A DK SD SDA	2. I have been helped to plan the elective subjects and activities I need and want to take while I am in school.
1 2 3 4 5 SA A DK SD SDA	3. Before I entered tenth grade, I was helped to plan my high school program.
1 2 3 4 5 SA A DK SD SDA	4. I have had opportunities to take career interest tests, inventories, and surveys during my high school years.
1 2 3 4 5 SA A DK SD SDA	5. I can get help from my counselor in considering information about myself as it relates to my future educational and vocational plans.

1____2____3____4____5
SA A DK SD SDA

6. My parents can discuss my future educational and/or vocational plans with my counselor.

1____2____3____4____5
SA A DK SD SDA

7. I am satisfied with the career/vocational counseling services I get at my school.

1____2____3____4____5
SA A DK SD SDA

8. My counselors and teachers have explained the content of high school courses which helped me make appropriate course selection.

1____2____3____4____5
SA A DK SD SDA

9. Many of my classes include units and activities which encourage me to investigate different career interests.

1____2____3____4____5
SA A DK SD SDA

10. My counselors and teachers encourage me to investigate personal and educational requirements for occupations I have considered.

1____2____3____4____5
SA A DK SD SDA

11. My school provides me an opportunity to discuss part-time and summer employment with a job counselor.

1____2____3____4____5
SA A DK SD SDA

12. The guidance and counseling services available at my school have been explained to me.

1____2____3____4____5
SA A DK SD SDA

13. There is a plentiful supply of printed and visual career information available to me at my school.

1____2____3____4____5
SA A DK SD SDA

14. I have received help from a school counselor in understanding the meaning of standardized test scores I have taken (such as achievement, school ability, or aptitude tests).

1____2____3____4____5
SA A DK SD SDA

15. My parents can discuss the results of any aptitude, ability, or achievement tests I have taken with my counselor.

1____2____3____4____5
SA A DK SD SDA

16. The course description booklet given to me was clear, concise, and aided me in my course selection.

1____2____3____4____5
SA A DK SD SDA

17. Tests and interest surveys (OVIS, HOOI) I have taken influenced my school course selection and my awareness of possible career choices.

1____2____3____4____5
SA A DK SD SDA

18. The careers unit in the eighth grade social studies class assisted me in my high school course selections.

1____2____3____4____5
SA A DK SD SDA

19. My counselor was helpful in my selection of a post-high school educational program (college, technical institute, business school, etc.).

1____2____3____4____5
SA A DK SA SDA

20. Financial aid programs for post-high school training were explained to me in high school.

1____2____3____4____5
SA A DK SD SDA

21. Career days, outside resource people, and guest speakers were helpful to me in learning about various career opportunities and requirements.

1____2____3____4____5
SA A DK SD SDA

22. I have had opportunities to learn about the United States military services through school programs and informational materials.

1____2____3____4____5
SA A DK SD SDA

23. I have had opportunities to speak with representatives of various colleges, technical schools, the United States military services, and other post-high school training programs while I was in high school.

1____2____3____4____5
SA A DK SD SDA

24. I have had the opportunity to talk to a counselor at least once this past school year.

1____2____3____4____5
SA A DK SD SDA

25. Printed materials from my school's guidance department, including Senior Guidelines, Wisconsin Decision, etc., have been useful to me.

COMMENTS:

CAREER EDUCATION PROPOSAL

I. Proposal Submitted By:

A. Name(s): ______________________________

____

____

____

____

B. Grade/Subject/or Department: ______________________________

____

C. Building: ______________________________

II. Needs Assessment:

State identified educational and/or career education needs as they relate to students and/or staff.

III. Narrative:

Describe briefly the intent of the proposal, listing the objectives and career education concepts to be incorporated. Curriculum development proposals should clearly show the relationship between the proposed activities and current curriculum. (Attach additional sheets if necessary.)

27

IV. Describe Proposed Evaluation Procedures:
(Include type of evaluation and approximate time line.)

V. Time and Cost Factors Required:

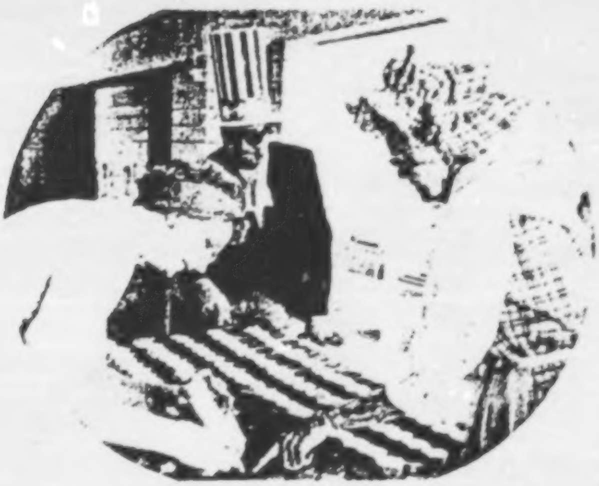
1. Number of staff involved . . ________
2. Hours per staff member (est.) ________
3. Nature of staff time required
   - a. Outside the school day ________
   - b. Release time (Substitute time) ________
   - c. Consultants ________
   - d. Visitation ________
   - e. Transportation ________
   - f. Resource materials ________
   - g. Secretarial support (est.) ________
   - h. Other - specify ________

Approximate total cost ________

VI. Estimated Date of Completion: ________________

VII. Estimated Date of Implementation and Evaluation: ________________

VIII. Additional Comments:



"Happy Birthday,
Uncle Sam!"
has been one
of the themes
as Eau Claire
Schools observe
the Nation's
Bicentennial

AMERICAN REVOLUTION BICENTENNIAL
1776-1976

RECOGNIZED BY
AMERICAN REVOLUTION
BICENTENNIAL
ADMINISTRATION

(NOTE PAGE 4)

Eau Claire Public School **NEWS**

Volume 6, Number 2 Eau Claire, Wisconsin 54701 May, 1976

Board Defines Due Process For Students

The Board of Education of the Eau Claire Schools, on December 16, 1974, officially established a policy which ensured that students in the school system would be notified of their constitutional rights through "due process".

The "due process" steps outlined hereafter is the procedure for a student and his/her parents to follow in appealing decisions relating to action taken by school personnel. It should be understood that students and parents will be expected to follow the "due process" steps in the event legal action should be initiated at some later date.

1. After learning, or being notified, of an action taken by the school, parents, or an emancipated adult student, may formally appeal the decision in writing to the administrator involved. This appeal must be received within fourteen (14) days from the first day the parents become aware, or were notified, of such action.

2. The administrator involved, within three (3) days of receipt of such written appeal, shall formalize the action in writing and send a letter by registered mail to the parents outlining the specific details relating to (a) violation or infraction, (b) date of violation or infraction, (c) period of suspension or other action taken by the school, (d) any other pertinent information.

3. After an appeal has been received and the school's formal reply mailed to the parents, a date for a hearing will be established by the principal, such date no later than seven (7) days after receipt of the written appeal of the student and his/her parents. Present at the hearing,

(continued on page 2)

FAREWELL, NOT GOODBYE!

School Staff Honored In Leaving, 1976

Mrs. Jeanette Keith - Library Services, Arlington-Sherman.

Mr. Joseph Mullen - Principal, Lowes Creek-Robbins.

Mr. Robert Musum - Reading/Testing, Central.

Mrs. Arlien Norman - Speech Therapist.

Mrs. Dorothy Pratt - Social Studies, North.

Mrs. Gladyce Veum - Primary, Brackett.

Mrs. Frances Wright - English/Geography, Central.

Mrs. Vera Zempel - Grade 4, Sherman.

Mr. Frederick Arndt - Educable M.R., Central.

Mrs. Mary Bowe - Primary Teacher, Brackett.

Mrs. Winifred Brodeen - Grade 3, Sam Davey.

Mrs. Frances Converse - English, Homer DeLong.

Mrs. Phyllis Easterson - Grade 6, Sherman.

Mrs. Dorothy Edson - Grade 4, Boyd.

Mrs. Elvern Gunderson - Grade 3, Randall.

Mrs. Beryl Jensen - Grade 6, Black.

Mrs. Ethyle Johnson - Educable M.R., P.H.A.C.

The Superintendent's Views

BY DR. MARVIN G. LANSING

This past school year will be remembered for being the Bicentennial Year. All of the schools in the district conducted special programs and activities to commemorate our country's 200th birthday. While these activities caused more work for many staff members and students, they did demonstrate, in very effective ways, that our schools teach our country's heritage and develop a strong sense of patriotism in today's youth.

— SPIRIT RENEWED —

The "spirit of '76" was renewed by these experiences, and I am confident that faith in our form of government and our way of life is stronger because of the fine efforts of many people in the school system and the community.

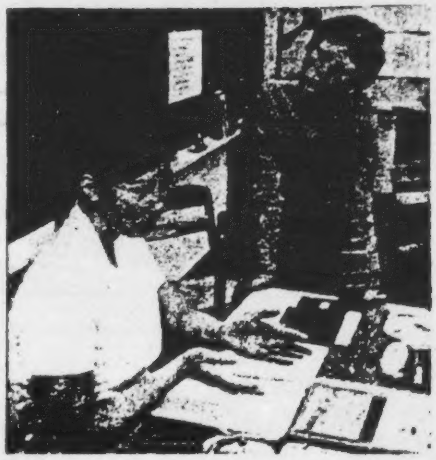
— FOCUS ON DOMESTIC ISSUES —

Since the end of the Vietnam War, more attention has been focused on domestic problems and issues. Education has been one of those issues. People throughout the country are paying more attention to the process of educating the young as well as the costs of providing quality education. The role that federal, state, and local governments play in developing and implementing educational policy is being constantly reviewed. Citizens are clamoring for 'equal rights" to a "quality education". Legislatures, both state and federal, as well as the courts, are attempting to respond to these demands. In so doing, local districts are being required to comply with uniform state and federal standards in order to meet the "equal treatment" standard. The end result of this process appears to be a "trade-off". Citizens are, and will, receive more equal treatment but, in process, must give up local control. Time will reveal the relative merits of this trade-off".

— LOCAL CITIZENS INVOLVED —

The moral of this story, if there is one, is that local citizens must take care of the educational needs of all its youth. If they do not, someone else appears ready to decide for us what type of education the children in each school district should receive. Adlai Stevenson said that, "Too many of the problems of states' rights have been caused by states' wrongs." In other words, maybe if we do a better job of tending our own gardens, we will not be forced to eat someone else's bitter fruit.

Career awareness involves community resource people



Eau Claire Public School
NEWS
Vol. 6, No. 2 May, 1976

The Eau Claire Public School News is published by the Eau Claire Public Schools, 1222 Mappa Street, Eau Claire, Wisconsin. Information or queries may be directed to the editor.

Members of the Board of Education
Paul Bjerke, President .... (1979)
Donald Ickstadt, Vice President (1979)
Ruth Harris .... (1977)
Karl F. Moessner .... (1978)
Gilbert Braun .... (1978)
Watford Seguin .... (1977)
Dr. John Flynn .... (1977)
Bruno Ippolite, Secretary
Superintendent of Schools
Dr. Marvin G. Lansing
Assistant Superintendent of Schools
(Instruction) Dr. John Vodacek
Assistant Superintendent of Schools
(Finance) Bruno Ippolite
Editor George G. Meyers

Developed For Student Needs

With the recommendation by consultants of the State Department of Public Instruction, increased services and staff have been added to the Pupil Services Department. One of the thirteen standards which assesses the program of instruction to students includes guidance and counseling services. To upgrade and develop the total guidance program, K-12, additional elementary counselors are being added to the staff. In the 1974-75 school year, two counselors served four elementary schools, this year two additional counselors joined the staff. Next year three additional counselors have been appointed. This will provide services to twelve elementary schools in the district. Ultimately, all elementary schools will have guidance and counseling services by qualified and certified counselors.

In the development of the pupil services staff, the Board of Education has appointed Dr. James R. Jacobs, Administrative Assistant - Pupil Services, to coordinate and direct all pupil services activities. Coupled with the counseling services of the district, he is responsible for psychological and social work services to students. This staff includes five psychologists and two social workers. As a team, the child study specialists provide services for all students age three to twenty-one in the Eau Claire District.

"We are complying with state recommendations for service to students," reported Dr. Jacobs, "and we are making sincere and honest efforts to help students solve their problems."

DUE PROCESS From Page 1

in addition to the principal and/or superintendent of the school, shall be the school personnel involved, student, and the parents.

a. The student will be provided with an opportunity to testify and present other evidence on his/her behalf at the hearing.

b. Proceedings of the hearing, including the decision, will be put in writing, and a copy of these proceedings will be mailed to the student and his/her parents.

4. If the student and his/her parents are not satisfied with the findings of the hearing, a second hearing may be requested before the Board of Education, within fourteen (14) days of the mailing of the outcome of the original hearing. The student, or his/her parents, may have counsel and witnesses at "Step 3" and "Step 4" of this procedure.

A key statement in the Board policy reads, ". . . The hallmark of exercise of disciplinary authority shall be fairness . . ."

Media centers are places of high student interest

Special Education Programs Expand

"Expansion of programs for children with exceptional educational needs will require the addition of seven more teachers in special education," reported Stanley T. Picago, Director of Special Education. These staff members are needed in order to provide for the needs of children as required by Chapter 115, formerly known as Chapter 89, Laws of 1973.

Plans are being made to increase the programs for children with learning disabilities by adding two teachers at the elementary level and two at the high school. With the hiring of these teachers, the Eau Claire Schools will have a complete program for these children from kindergarten to twelfth grade.

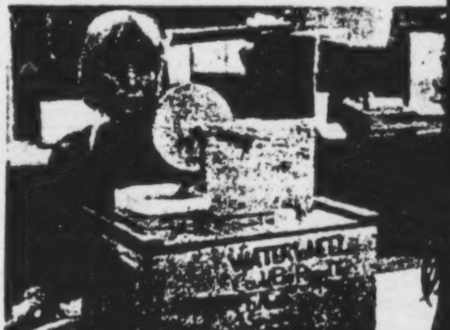
An additional speech and language clinician will be employed for the school district to provide services on an itinerant basis. With the addition of this staff member, the time spent with children in therapy can be increased.

— THREE-YEAR-OLDS ENROLL —

Since Chapter 115 provides for the enrollment of children as early as three years, if an exceptional need exists, the number of children now receiving special help has reached a point where it is necessary to expand the program and add another teacher for the 1976-77 school year.

During the past year the school district opened a special class for younger elementary children who were having difficulty adjusting to the daily routine of classroom procedures. For next fall, it is planned to add another staff member to provide services for the upper elementary level age students who exhibit this behavioral disability.

With these program expansions, the Eau Claire School District will continue to provide and improve on the services for children with exceptional educational needs.



Students create fair projects

ON STAGE

Our American Heritage

On the national level, communities are planning their big push on the celebration of the Bicentennial year for this summer, but for most Eau Claire students and teachers, their school-planned Bicentennial events are behind them for the year. And not without considerable success, as most who participated in or observed them can testify.

1975-76, the Bicentennial school year, opened with the creation of a district-wide committee charged with initiating ideas and identifying resources for school-based activities to celebrate the 200th anniversary of the beginning of the American Revolution, traditionally looked upon as our country's "birthday". Chaired by Dr. John Vodacek, assistant superintendent for curriculum and instruction, that committee included representatives of all grades, 1-12, plus central office staff. Tapping the creative thinking of the entire professional staff, the Bicentennial committee's several meetings bore fruit in the form of a Bicentennial Resource Book for the Eau Claire Area Schools. It was not a pat prescription for planning activities, but rather read more like a recipe book which listed the ingredients but left the method of putting them together to the individual classes or schools.

—SECONDARY FORMAT IS DIFFERENT—

The four secondary schools each used a slightly different format for their Bicentennial activities. Memorial set aside a day per month during the whole year for a special observance - for instance, a corn roast, lumberjack day, Veteran's Day Assembly, and Nationality Day. North High designated a Bicentennial Week during which a variety of events were presented, with the main thrust being an appreciation of our past history, both local and national, and an examination of our present. Classroom doors were decorated with a Bicentennial theme.

Central's Bicentennial activities were classroom and department-based, while a committee of faculty and students at DeLong spotted observance days at several points during the year.

— STUDENTS WIN PRIZES —

A number of students in language arts and social studies classes at all three levels carried off prizes in the several Bicentennial poster and essay contests sponsored by various service and civic clubs in the community.

The music and art departments in all four secondary schools capitalized on Bicentenial year, with a variety of concerts and art shows centering around the theme.

The elementary schools did their part very well, too. Practically all of them used a Bicentennial theme for annual school-wide "sings". Some set aside special Bicentennial Days, presented historical programs, and put together "museums" of clothing and other artifacts of the past. Individual classrooms "did their own thing" with Bicentennial during the entire year, especially in art, music and social studies classes.

While the Eau Claire Area Schools normally teach an appreciation of our local and national heritage, this year of the Bicentennial witnessed a special effort in this direction. After all, it only happens every hundred years.

Career Education Is Personalized

A Career Education Workshop was conducted on April 22, 1976 at the Holiday Inn in Eau Claire, Wisconsin. The primary purpose of the workshop was to display and share Career Education materials, activities and ideas developed by the Eau Claire Public Schools in conjunction with CESAs 4, 5, and 6 Title III Career Education project schools.

Registration at the workshop indicated an attendance of 155 persons which included LVEC's (Local Vocational Education Coordinators) administrators, counselors and teachers. The day also provided many commercial representatives the opportunity to collectively stimulate, through display, the purchasable materails available in Career Education. In addition, this workshop encouraged many to pursue Career Education in their schools without posing a financial burden on their budget. However, in recognition of the high cost of Career Education materials and their early retirement due to becoming out dated, stimulation was magnified by the awareness of materials on display that had been developed with the local community.

This "personalization" of Career Education materials is not only beneficial from a financial point of view, it also developes in students an increased awareness of Career Education on the local level.

The workshops included in its agenda provisions for a buffet dinner, served by the Holiday Inn Staff. Upon completion of the meal the workshops continued by providing an opportunity for those interested to take an active part in one of four panel presentations. Topics covered were:

1. Career Education Activities in the Elementary School.
2. Integrating Career Education Concepts with the Junior/Senior High Curriculum.
3. The New and Emerging Role of the Guidance Counselor.
4. Media Applications for Career Education Programs.

The workshops, by means of many received comments, will be remembered as a very positive venture in attempting to continue and promote the area's efforts in Career Education.

"A fantastic job by teachers in the Eau Claire School system," boasted Clifford Stanford, Director of Career Education, "was responsible for the success of the recent Career Education Workshop."

**NONPROFIT
ORGANIZATION
U.S. Postage
PAID
Permit No. 18
Eau Claire, Wis.
54701**

THE CLAIREON

Eau Claire Public Schools
Vol 6 No 10 January 23, 1976
(NOTE PAGE 2)

NORTH STAFF MEMBER HAS MATERIAL PUBLISHED -

August Wirkus, biology-zoology instructor at North High, is listed as a "developer" (contributing author) of a book entitled Plant Structure and Function. According to North principal, Dr. Fred Christensen, this is a mini course development project published by the W. B. Saunders Company in 1976.

Anyone else who is in publication is invited to let the Claireon know. Maybe we can sell a couple of books for you.

TOWN MEETING SCHEDULED FOR TEACHERS AND STUDENTS -

Want to really shake up your mouth? You're invited to a community sing and town meeting as a Bicentennial event on February 7, 1976 at the Civic Center.

This is an all day happening, complete with entertainment and food. Reservations should be made for the event, and costs are $5.00 per family or $2.00 for adults and $1.00 for children.

You should call 839-5008 if you are interested in the event, and let Lois Sanasac, Coordinator, know that you will participate in "grass roots democracy at work."

AMERICAN REVOLUTION BICENTENNIAL
1776-1976

RECOGNIZED BY
AMERICAN REVOLUTION
BICENTENNIAL
ADMINISTRATION

HELP OFFERED RETIRED TEACHERS -

For people who are retired or ill and have chores around their homes that they can no longer do, there is an agency that will assist them in finding help. Eau Claire City-County Association on Aging, in cooperation with Job Service, sponsors "HELP WHEN NEEDED" services. Although geared to the age of retirement, the service is not limited to any age..

Help is classified in the following categories: Babysitters, Companions (which includes nursing care), Day Workers, Drivers, General Laborers, Housekeepers, and Yard Workers. This help is selected from a file of part-time and full-time applicants, from 12 to 78 years in age. Care is taken to send the best qualified applicant to each employer. Location is also considered. Many requests have been filled within an hour's time. Payment for all work is the responsibility of the employer.

"HELP WHEN NEEDED" is a little over a year old and has completed, to date, 393 placements from a file of 365 employees and 460 employers. Call 839-2840 at the Coop. Shopping Center. Mrs. Robert L. Gunn and Clarence Lyngaas staff the service.

EAU CLAIRE PUBLIC SCHOOLS WIN POSTER CONTEST -

A recent news brief from the Eau Claire Leader-Telegram announced the winners in the Greater Eau Claire Safety Council's poster contest for fourth graders.

Manz School won first place in posters done by Kathy Fabiny and Kristin Kurth in Carolyn Bryce's class.

Davey School won 2nd and 3rd places with winning posters of Todd Thune and Lynn Ballweg. Ardis Isaacson is art teacher for grade four at Davey.

Published every two weeks for the staff of the Eau Claire Public Schools by the Office of Public Information. Editor- George Meyers. Secretary- Irene Friend.
Phone 834-8104, Extension 48 or 57

EAU CLAIRE INVITED TO ATLANTIC CITY FOR CAREER ED. -

Career education has been one of the early offspring of curriculum and instruction in Eau Claire. Clifford Stanford, Director of Federal Programs and Vocational Education, serving in the role of god-parent for Career Education, has nurtured the infant from its conception in 1971 through five years of growth until its present standing.

In recognition of the many achievements and the quality of the Eau Claire project, Clifford Stanford and Superintendent of Schools, Dr. Marvin Lansing, have been invited to preside at the sectional on career education at the American Association of School Administrators' Convention on February 21, 1976, in Atlantic City, New Jersey.

The most recent career education program in Eau Claire Schools began last summer when eight secondary school guidance people were involved in a two week workshop which was designed as an "igniter" for the 1975-76 school year, with objectives of:

1. Increasing involvement of the guidance staff K-12 in developing appropriate and realistic career guidance activities aimed at assisting students in making appropriate educational and career decisions; and

2. Increasing both the quality and quantity of classroom activities which reflect the infusion of the 16 Wisconsin Career Education Concepts into the existing curriculum.

Currently, Eau Claire is funded with six other school districts in Wisconsin: Madison, Sheboygan, Shawano, Watertown, Kimberly, and Oregon, in a consortium, by the U.S. Office of Education for $240,000 in career education. Eau Claire's share of this funding is $30,000. On February 18, Clifford Stanford will submit a project for additional funding under the consortium.

Some of the submitted proposals in Eau Claire include an elementary and secondary guidance project for the Board of Education, DeLong Junior High, and North High; a guidance project for Memorial High; a library project for Memorial High; an intermediate grades career education project for Black Elementary; a career awareness project for Brackett and Cleghorn Elementary; an intermediate grades career education project for Davey Elementary; a K-6 career development project for Longfellow Elementary; a primary grades career ed. project for McKinley Elementary; a primary grades social studies project for Park Elementary; a primary grades career awareness project for Randall Elementary; an intermediate grades career awareness project for Randall Elementary; an elementary grades career ed. project for Roosevelt Elementary; a career awareness project for Sherman Elementary; and a mathematics project for Sherman Elementary.

TELEVISION SERIES STARTED ON THE EXCEPTIONAL CHILD -

Staff members may be aware of the new television series for classroom teachers of "...the exceptional child." The information on the program originating out of Madison was announced by State Superintendent of Schools Dr. Barbara Thompson.

Introductory information in the observation, identification, and management of exceptional educational needs (EEN) of pupils with mild learning and behavior problems in 15 half-hour programs began Thursday, January 8. WETN will run repeat broadcasts every Friday from 5:30-6:00 P.M.

Program subjects include teacher attitudes, observation of behavior, behavior problems, learning styles, oral receptive language, oral expressive language, analytic and synthesis approaches to reading, and mathematical problems.

UW-Eau Claire is offering the program as a 3 credit course.

PRECIOUS NOTES FROM PARENTS -

Do you ever get notes from parents that are too precious to throw away?

A recent one to an elementary school principal read:

"Please excuse my daughter from gym. She hurt her figure."

* * * * * * * * * *

THE CLAIREON (NOTE PAGE 2)

Eau Claire Public Schools
Vol 6 No 12 February 20, 1976

FRIDAY THE 13TH IS LUCKY FOR DELONG -

"Lucky is the word for it!" said Richard Linn, as he announced that DeLong Junior High School was awarded a 3M Model 330 Test Scorer in a recent drawing by the E. O. Johnson Company of Wausau.

"I just submitted a postcard, and on Friday, the 13th, we were chosen as one of the lucky school districts to win the scorer. It's valued at five hundred ninety-nine dollars," continued Assistant Principal Linn.

The scorer should arrive at DeLong about March 1. When asked how the machine worked, Mr. Linn replied, "It's like a scanner. You can feed in tests with true-false items or multiple choice items and other variations. The machine will do a print-out of results. Central Junior High has been using one for some time."

So while Friday the 13th may be a legendary day of bad luck, DeLong Junior High will remember it as a lucky day for the school.

LOTSA HAPPENINGS SCHEDULED FEBRUARY 25 -

Wednesday, February 25th, the day before a two day winter break, poses a busy schedule:

*Davey School plans a giant bicentennial all school parade, with students rotating around school stations. Merle Defoe will be on hand as Ben Franklin. Students plan a living flag, and the program will be topped off with a large birthday cake. Program starts at 1:00 'til 3:30.

*A men's dinner at the Eagles Club for E.C.P.S. people is being sponsored by the North High School men teachers. The menu includes chicken with all of the trimmings at a cost of $3. The gathering starts about 5:30ish on the PM of February 25.

*"The Sting," a film which won seven Academy Awards and was voted "Best Picture of 1974" is sponsored by North H.S. PTSA for 7:30 PM on February 25, 1976 The film stars Robert Redford. All teachers are invited to attend for a small donation.

DELONG IMC GETS DEMONSTRATION CENTER GRANT -

Of twenty exemplary Instructional Materials Centers for the State of Wisconsin, DeLong Junior High instructional media center has been selected for special project funding, reports District IMC Director Warren Randall

Rick Ott, DeLong media specialist, related that selection was on the basis of media program, geographic location, size of school, and age of building.

Along with the responsibility for monitoring and carrying out a demonstration center goes a $10,000 ESEA Title II grant, to be used for materials to assist the IMC collection in meeting exemplary standards.

"Being selected as one of the State's exemplary programs is an honor," says Ott. "DeLong staff members, past and present, are to be congratulated."

FOR SALE -

Need a good, sharp, little car? Lorraine Brown wants to sell a little cream puff - a '74 Vega, bright orange, with 9300 miles, for about $2600. Call her quick, at 832-6402.

EDITOR'S NOTE: We usually don't print "inside" stories, but this poem from some unsung poet about a home accident involving one of the Davey teachers looks worthy of print:

For a gal who can whack a golf ball
Or hang by her toes from a cliff
It's a little difficult to visualize
Her falling off the biff.

Published every two weeks for the staff of the Eau Claire Public Schools by the Office of Public Information. Editor - George Meyers. Secretary - Irene Friend.
Phone 834-8104, Extension 48 or 57

CAREER ED PEOPLE PLAN "SUPER" FILM -

"What does a counselor do? What services are available to students in elementary, junior high school and senior high school in guidance?" These are some of the many questions being answered by a motion picture film now being produced by the Eau Claire School District under a career education proposal submitted by Dr. James Jacobs, Director of Pupil Services, Richard Ott, media specialist at DeLong, and Terry O'Connell, media specialist at North High.

The idea behind the project was to produce a 16 MM motion picture which would help students, parents, and teachers to better understand the role of the counselor in the Eau Claire School System.

When asked about the project, staff members queried were quick to praise others for their involvement.

"It was Rick Ott's interest in learning more about the dimension of counseling that initiated the idea," stated Dr. Jacobs.

Counselor Thom Frisbie of Memorial said, "The media people are doing a heck-of-a-job in tying the material together. They are really the technicians."

"Everyone really has gone beyond the original call of the project in time and effort," said Ott.

The script for the film is being created by the team with expert help from counselors at all school levels. When completed, advice will have been obtained from parent groups and the entire counseling staff.

"On-going evaluation is a design of the project," reported Clifford Stanford, Director of Federal Programs, "and this should be a valuable catalyst for discussion of goals and program continuity by the counseling staff."

The primary objective of the funding of $4,500.00 was..."to increase involvement of the guidance staff, K-12, in developing appropriate and relevant career guidance activities aimed at assisting students in making appropriate educational and career decisions."

A further dimension of the project is the production of the film in three versions. All would have the same introduction, but conclusions would relate either to elementary, junior high, or secondary students.

Completion time is scheduled for May, 1976.

NORTH STUDENTS WIN HIGH QUIZ BOWL -

Not once! Not twice! But three times, did North High capture the 'High Quiz' TV show honors at the LaCross TV Studio.

Students on the North team are Steve Olinger, Chuck Bremmer, Rick Cahak, Julie Harschlip and Scott Marx. The team was coached by Mrs. Carol Steward and Mr. Ron Anderson.

North High won $900 towards scholarships at Viterbo College and returns in April to compete with other three-time winners in the High Quiz Super Bowl.

TIME CAPSULE BEING PREPARED BY LITTLE RED -

What was life like back in 1976? A hundred years from now this question will be answered when the time capsule being prepared at Little Red is opened at the Eau Claire Public Library.

Mrs. Cherisma Larson, her 6th grade students, and Mr. Lyle Englesby of the maintenance division of Eau Claire schools are cooperating on the idea, design, and contents of the capsule to be placed this spring with John Proctor, Director of the Eau Claire Public Library. This will help mark the tricentennial of America.

DATES TO REMEMBER -

Don't forget to wish "George" a Happy Birthday on February 22. (This is required by law.)

* * * * * * * * * * * * *

THE CLAIREON

Eau Claire Public Schools
Vol 6 No 15 April 2, 1976

LOCUST LANE HAS AMERICANA DAY -

Locust Lane Elementary School reached into the community on March 24, 1976, and drew in a number of rich resources for their "Americana Day."

Each of the resource people gave thirty-minute presentations in their specialty area. The presenters and their areas were Dr. Marvin Lansing, Superintendent of Schools, on Education; Homer Borum, County Government; Lowell Jevens on the Civil War; Mrs. Donald Barnes, Antique Dolls; Mrs. James Jamiska, Chippewa Valley Museum; Roger DeRusha Sr., History of U.S. Coins; Merle DeFoe, Ben Franklin; Robert Karstensen, Frontiersman; Mrs. Rosemary Menard, Creative Dramatics; Mrs. Robert Riekemann, Corn Husk Dolls, Mr. Keith Kloppman, History of YMCA.

The youngsters at Locust Lane chose to listen to two resource people from the presenters and ended their day by seeing Ben Franklin in "real life."

KIDS ARE GREAT AT SHERMAN -

Do you want a way to really get parents and teachers and students turned on to one another? Mrs. Bette McLaughlin, Mrs. Jean Meier, and Mrs. Loretta Young really have the answer in their "I Am Great Day" at Sherman School. Friday, March 26, was the culmination of three weeks of organization following a lot of planning in which students explored their feelings, emotions, and looked at possibilities in decision-making and problem solving in many subject areas.

The event was inspired out of Career Education workshops and materials. Classrooms and hallways were decorated with mobiles and posters depicting themes for motivation and learning. Students made banners, flags and shirts on which their feelings were represented by words and pictures. These were all displayed on March 26 when students held a parade to the accompaniment of the North High School Jazz Combo. Each of the parents of Sherman students tape recorded a brief comment on why their child was great. Added to the taped remarks were slides of the children. Then they were all combined into a slide-tape demonstration for the classrooms. Over two-hundred parents showed at a hospitality corner where they shared coffee and cookies.

"It was such a positive activity," reported the sponsoring teachers. "The self-awareness project succeeded because of the immense cooperation of parents, teachers and children."

THE LITTLE GINGERBREAD PERSON -

Eileen Downs at McKinley related this one:

The student teacher was telling a well known story with the flannel board to a group of kindergartners. This is the way the conversation went:

Teacher: "The old woman didn't have a child, so she stirred up a batch of gingerbread and cut out a boy...."

Kindergarten student: "How do you know it was a boy? It could have been a girl, you know!"

The story has now been changed to "The Gingerbread Person."

TEACHERS STUDY "BREAD AND BUTTERFLIES" -

Eau Claire teachers have recently completed sessions in "Bread and Butterflies" either for college credit from Stout or for in-service credit in the ECPS. The project originated through the Agency for Instructional Television and is presented through fifteen 15-minute color television programs.

"Bread and Butterflies" is a project in career development for nine to twelve year olds. Why the title? Bread is the staff of life representing security, practicality, stability..., a steady, reliable way of life. Butterfly connotates frivolity, freedom, growth and above all, change. Butterfly growth parallels that of human growth - from embryo to infancy to awareness to fulfillment.

The Bread and Butterfly series makes the point that responsibility and beauty, stability and change can be fused, and that each is a necessary part of a rich, good, satisfying life.

The films are a part of the Eau Claire District IMC collection. Director of the project in Career Education for Eau Claire is Clifford Stanford, Administrative Assistant for Federal Programs and Vocational Education.

"It is a possibility that the materials could be incorporated into annual in-service," reported Warren Randall, Director of the District IMC Center.

Both Randall and Stanford agree that the films are beautifully done.

APRIL SPECIALS ON WHWC-TV/CHANNEL 28 -

Week of April 4-10

COLLEGE FOR CANINES - series premiere. This 13-week series on dog training and care will include tips on selecting a dog and a look at the need for obedience training, Sunday, April 4 at 4:00 p.m.

SPECTRUM 28 - each Monday at 6:30 p.m. Repeated Tuesdays at 9:30 p.m. except April 27 (rpt. May 1 at 9:30 p.m.) Some topics for April will include a three part mini-series on nuclear power in our area - specifically the Tyrone Plant near Durand. Also included will be interesting book reviews and community profiles of many towns in the Channel 28 viewing area.
THE FIRST CHURCHILLS - this 12-part series follows the lives of John Churchill and his wife, Sarah, as England teeters on the brink of rebellion beginning Thursday, April 8 at 7:00 p.m.
LOWELL THOMAS REMEMBERS - "1940", April 9 at 8:00 p.m.

Week of April 11 - April 17

WORLD CURLING CHAMPIONSHIPS - taped earlier in Duluth, Minn., the matches, known as the Silver Broom, will pit the defending champions from Switzerland against strong contenders from Scotland, Canada & the U.S., Sunday, April 11 at 12:30 p.m.

IS IT CHRIST? - James Earl Jones narrates this incredibly fascinating documentary exploring the intriguing questions surrounding the holy shroud of Turin, believed to be the linen shroud Christ was buried in, April 12 at 9:00 p.m.

* * * * * * * * * * * * * * * * * * *

Published every two weeks for the staff of the Eau Claire Public Schools by the Office of Public Information. Editor - George Meyers. Secretary - Irene Friend.
Phone 834-8104, Extension 48 or 57

SECONDARY CURRICULUM COUNCIL
- Each Tuesday, 8:30 A.M.
ELEMENTARY CURRICULUM COUNCIL
- Each Monday, 8:00 A.M.

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MARCH S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	MAY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23/30 24/31 25 26 27 28 29	CANCER CONTROL MONTH		1 Memorial Career Day	2	3 Solo Contests
4 DEFENSIVE DRIVING WEEK	5	6 MEMORIAL ORCHESTRA CONCERT MEMORIAL SWIM AWARDS PRESENTATION	7	8 MEMORIAL WINTER SPORTS BANQUET MEMORIAL LAW DAY	9 **Track**: BIG RIVERS INDOOR - UW-EC	10
11 HOLY WEEK Palm Sunday	12	***AMERICAN CREED DAY 13	14 MEMORIAL LAW DAY	15 ----------------------SPRING RECESS---------------------- 1st Day Passover	16 Good Friday	17 **Baseball**: *Mem/Wausau E.
18 Easter Sunday	19 IN-SERVICE/CUSTODIANS/ AT MEMORIAL	20 **Track**: Mem/Men.	21 ----------WATER BALLET SHOW - NORTH----------	22 **Baseball** - North/Logan *Mem/CF 8th Day Passover	23	24 BAND CONTEST
25	26	27 **Baseball**: Rice Lake/North MEMORIAL BAND CONCERT	28	29 -------------VARIETY SHOW - NORTH------------- **Baseball**: North/Men. *Mem/Logan (dbl hdr.) MEMORIAL TUMBLING SHOW	30 **Track**: *Mem/CF STUDENT COUNCIL CONVENTION - MEMORIAL LITTLE THEATRE	

31

F.Q. 7 F.M. 14

NINETEEN SEVENTY-SIX

L.Q. 21 N.M. 29

* AT HOME

***TO BE HONORED BY STATE LAW

THE CLAIREON

Eau Claire Public Schools
Vol 6 No. 16 April 30, 1976

CAREER EDUCATION WORKSHOP OFFERED -

Clifford Stanford, Director of Federal Programs, announces that the Eau Claire School District, a member of the Wisconsin Consortium for Career Education, is responsible for disseminating information concerning our involvement in past career education projects. In addition, several smaller CESA 6 schools received mini-grants during this past fiscal year and had agreed to participate cooperatively with the Eau Claire Public Schools in conducting a regional workshop help at the Holiday Inn in Eau Claire on April 22.

The Workshop was designed to provide an opportunity for teachers, counselors, and administrators to share experiences and to preview materials produced by participating schools as well as commercially developed career education resources.

MOMS AND DADS SHARE AT "PARENT-CHILD MORNING" -

"Give us a repeat performance at an early date!" chorused Moms and Dads of Putnam Heights Achievement Center students last April 1.

The pleas came at the conclusion of a full morning of shared experiences with their children of Mrs. Anne Maassen-Nickel's TMR room. Parents came to school with their children and from the opening "Hello" song to the closing of activity records, the parents participated in everything. This "parent-child morning," as it was called, was planned to provide a positive learning experience - for the parents. They gained real insight into the activities and learning experiences their children had been having each day.

In addition to participating in the group activities, the parents observed small groups involved with language, gross and fine motor development. A video tape of this year's concept development activities was shown during the coffee-milk break. Slides of the children correlated with the record "Teach Your Children" was the culminating event.

It was a great parent-teacher-child happening.

PARK INVITES ALL TO BICENTENNIAL DAY, APRIL 23 -

Park School has planned a full day of Bicentennial doings on April 23. The activities are scheduled to start at 10:00 a.m. in the UW-Eau Claire Campus Field House with a Group Sing under the direction of Paul Nixdorf, Dr. Florence Garrison, Beverly Blakeley, and the total cooperation of the Park School faculty. Mrs. Kathy Unke taught the singing skills used by both the impaired hearing and the sixth grade students.

Student work will also be on display in the Field House.

The afternoon program will be as follows:

1:00-1:30	Mary Lou Weiss - Hibbard Hall 100
1:30-2:00	Wisconsin Folk Songs
1:00-1:30	Chief Isham - Arena
1:30-2:00	Indian Culture
2:00-2:30	Meryl DeFoe - Gr. 4 Homeroom
2:30-3:00	"Ben Franklin"
2:00-2:30	Emma Hutchins - Gr. 6 Homeroom
2:30-3:00	Spinning Demonstration
2:00-3:00	Music Room - Lower Level - Park
2:30-3:00	Music of Black Americans

The Media Center will be open from 1:00 to 3:00, featuring Bicentennial exhibits on:

Hearing Aids - Gloria Lind & Joyce Benz
Cooking & Logging Tools - Diane McMillion
Early American Foods - Phyllis Kreider and Library Mothers
Indian Artifacts - Committee Chaired by Amy Benson
Antique Toys - Committee Chaired by Amy. Benson
Coins, Watches, Stamps - Committee Chaired by Amy Benson
Clothes - Committee Chaired by Amy Benson
Dishes & Furnishings - Committee Chaired by Amy Benson

Punch and cupcakes will be served in the hot lunch room beginning about 2:00 p.m. We hope that you will help us celebrate this day.

Published every two weeks for the staff of the Eau Claire Public Schools by the Office of Public Information. Editor- George Meyers. Secretary- Irene Friend.
Phone 834-8104 Extension 118 or 57

SHERMAN TO PRODUCE YANKEE DOODLE -

"Watch for Yankee Doodle to show at Sherman School on May 14, 15, and 16," sez Producer James Filter. It's a musical comedy and a salute to the nation's Bicentennial. Jim will send full particulars later, but you'll want to mark your calendar for this gala show.

SHERMAN SCHEDULES RETIREMENT TEA -

Faculty and friends and former students of Mrs. Phyllis Easterson and Mrs. Vera Zempel are invited to a retirement tea on May 18 at Sherman School sponsored by the staff and parents. Mrs. Easterson and Mrs. Zempel represent a total of 69 years in education, with forty-four years spent at Sherman School. Tea time is from 3:45 to 5:30.

RETIREMENT BANQUET SET -

Planning on attending the spring retirement banquet? Don Bakkum has lined up the Cotillion Room at the Eau Claire Hilton for May 13, 1976, for the event. Social hour is set for 6:00, with dinner at 7:00. The menu arranged by Don Bakkum and Doris Kassera is top sirloin, twice baked potato, green beans almandine, rolls, beverage, and sherbet, with a tossed salad. Cost to those attending is $6.25 including tax and tip.

Banquet tickets will be available via Don Bakkum the last week of April. Viola Tjoflat will be selling tickets to retired personnel.

Harland Carlson and Gerald Postudensek will co-emcee the program. All are invited.

EVALUATION -

Principal Mike Skamfer called in to tell the Claireon about an incident in connection with the program they have at Little Red where upper grade children do some tutoring of primary students. After the tutoring has been completed, the upper grade student is asked to fill out a form reporting on his tutoring experience. One of the questions is: "What does this child really know?" One sixth grader gave what he considered to be an honest appraisal of the 4th grader whom he had completed tutoring, and answered the question, "Nothing!"

DAVEY STUDENTS LINK CAREER EDUCATION WITH SCHOOL NEWSPAPER -

Recently Mr. Veneziano's sixth grade reading class published a school newspaper. The project was a success both as an educational experience and as a money maker.

It began with a field trip to the Eau Claire Leader-Telegram. Students there observed the newspaper business firsthand. The students toured each area of the paper process, took notes and asked many questions. They then came back to school and began their paper.

The Davey students divided their newspaper into four sections: news, editorials, fun and games, and advertising. Ads were sold to nearby local businesses as a start, much like a real newspaper. to secure overhead expenses. Then the class divided themselves into: editors, reporters, proofreaders, illustrators, and page setters. Final copies of the paper were finished with the help of school aides and then mimeographed.

The culmination of the project was a two night door-to-door sales campaign. The thirteen page paper sold for 15¢ a copy. The class set a goal of making $75.00 to donate to the school PTA, a goal which they reached.

ESSAY WINNERS GET PIZZAS -

"Me: An American Today and Tomorrow," was the theme of an essay contest held in the intermediate unit at Manz School. The two winners from each grade level were treated to a pizza dinner. The winners also read their essays aloud at a party for Library volunteers on April 14th. The essay contest was a part of the continuing Bicentennial celebration at Manz. Other activities already held in the intermediate unit included a Historical Dress-up Day, a spelling bee, Red, White and Blue Day, and a Bicentennial program of songs and skits.

PHAC TO HONOR RETIRING STAFF MEMBER -

The Putnam Heights Achievement Center staff and PTA will honor Mrs. Ethyle Johnson at a retirement party on April 22 at 3:45 p.m. All of Mrs. Johnson's friends are invited.

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

KIMBERLY, WISCONSIN

FINAL PERFORMANCE REPORT FROM THE KIMBERLY AREA SCHOOL DISTRICT, A MEMBER OF WISCONSIN'S K-12 CAREER EDUCATION CONSORTIUM,

June 29, 1976

9. Major Activities Related to Local Objectives.

a. Objective one reads, "At least 75% of all elementary teachers and 50% of all secondary teachers in the school system will be involved in a minimum of four sessions with Career Counselors on how to use classroom career counseling/guidance techniques."

At the elementary level a guidance counselor with a career education background was hired to serve our K-6 units. The counselor set up individual conferences with each teacher plus utilized group techniques to approach every teacher. The counselor also became involved in the classroom to demonstrate to the teachers. The objective was met as all teachers K-6 had at least four sessions with the counselor plus the exposure at two district wide in-service days.

The secondary counselors used individual appointments and limited group work to more than meet the stated 50% involvement in four sessions. A review of counselors logs shows that all teachers had at least one exposure while the percent with four or more was close to 70%. The secondary teachers were also involved in the two days district wide in-service activities. As an outgrowth of career education and the consortium our counselors have formed a "counselors cabinet" to facilitate communications and further development of career education techniques. Teachers are also viewing counselors in a new light with renewed interest in what a counselor can do to improve the classroom.

b. Objective two reads, "At least 75% of all elementary pupils in the school system will participate in at least two self awareness/career awareness guidance conferences with a counselor."

At the elementary level (K-6) a guidance counselor with a career education background was hired. The counselor had a student load of 1289, but was able to complete this objective with 100% of the students. The counselor accomplished this goal with class presentations, small group work and individual conferences. All K-6 students had three or more contacts with the counselor. The counselor also had many indirect contacts with the students via the classroom teacher who presented lessons developed by the counselor. We feel that this early exposure to a counselor will show up in better self concepts, better classroom performance and a workable knowledge of what a counselor is all about. The addition and infusion of the guidance counselor was a major accomplishment of this project.

c. Objective three reads, "At least 75% of all 7-12 secondary pupils will participate in at least one career planning guidance conference with a counselor."

The 7-9 unit of our secondary level was unable to meet this objective. The counselor-student load of 1 to 980 combined with the tight schedules of the students contributed to our not being 100% complete. The counselor was able to meet the needs at the 8th and 9th grade level but the 7th grade did not get the attention needed. Technically the objective was met through group presentations on scheduling but our intention was one on one service. The "Counselor's Cabinet" was of great help to our Jr. High counselor as he was not as aware of the career education concept as the others. The 10-12 counselors had no problem at all with meeting the objective as stated. They too used a combination of large group, small group work and individual conferences. The Senior High counselors set up a "career review lab" in their waiting room which students are able to use. There is also a "career corner" available in the library.

d. Objective four reads, "At least 5% of all parents will be actively involved in the career education program."

As we reviewed the enrollments and population of our school district it was determined that 63 parents was our benchmark in order to meet the stated 5%. Parents were very eager to come to our schools and share their talents and interests with the students. It would appear that we underestimated the willingness of our parents to come in as our grand total as recorded from the quarterly reports shows 163 parental involvements. In addition to serving our career education program there was great public relations benefits for our School District. We have a published list "Speakers Resource" available for all staff members to draw from and add to.

e. Objective five reads, "At least 80% of all students will participate in a systematic career education program."

A review of our quarterly reports indicates that 100% of our students are involved in career education at all grade levels. Only two staff members in the entire school system failed to report any career education activities. The portion of this objective that I have trouble documenting is the statement "systematic". We follow the sixteen objectives as outlined in the Wisconsin K-12 guide and followed suggested guidelines for K-6, 7-9 and 10-12 involvements with various activities. During the next school year we plan to develop strategies to document a systematic program. Again the addition of a counselor, formation of a counselors cabinet and the system wide in-service program made accomplishment of this objective possible.

Incremental Improvement

In line with the third consortium-wide objective concerning incremental improvement, the Kimberly Area School District agreed to move from the second category to the fourth category as measured by the criteria defined in appendix R of the original proposal.

This School District has determined that it has met the following criteria for attaining category four.

CRITERIA	DOCUMENTATION
1. Increase from 25% of elementary school teachers conducting at least 3 career education activities in in their classrooms to 75% of elementary school teachers conducting at least 5 career education activities in their classrooms.	Review of quarterly reports Third party evaluation results
2. Increase from 10% of middle/junior high school teachers conducting at least 1 career education activity in their classrooms to 50% of middle/junior high school teachers conducting at least 5 career education activities in their classrooms.	Review of quarterly reports Third party evaluation results
3. 25% participation by senior high school teachers in conducting at least 5 career education activities in the classroom.	Review of quarterly reports Third party evaluation results
4. Utilization of at least one community resource person in 25% of elementary school classroom.	Review of quarterly reports
5. Utilization of at least one community resource person in 25% of middle/junior high school classroom.	Review of quarterly reports
6. Results of an evaluation of the effectiveness of career education in the school system at the middle/junior high school level.	Third party evaluation results
7. Programs which encourage all elementary school parents to become involved in career education activities in the home.	NEWSLETTER articles Speaker resource listing Evening discussion groups Volunteer Mothers Program
8. Evidence that at least 25% of elementary school parents have been involved in some career education activity under the direct supervision of classroom teachers.	Review of quarterly reports Major LEA objective
9. Evidence of participation by at least 75% of middle/junior high school students in two or more "hand-on" career education projects.	Review of quarterly reports Third party evaluation results
10. Programs designed to reduce race and sex bias in occupational decision making	School Board action and policy formation
11. At least 5 different vocational educational programs which are available to 100% of senior high school students in the system.	Review of curriculum offering
12. Evidence that at least 33 1/3% of high school seniors have participated in an actual or simulated work experience project for at least one semester or marking period.	Office Ed --------36 Accounting -------23 T & I Metals -----18 Distributed Ed ---23 Food Service -----19 Plus other classes totaling more than 150 of 286

13. Evidence that at least 80% of all high school seniors have participated in systematic decision making activities through individual and/or group counseling.	Wisconsin senior survey Third party evaluation results
14. A coordinator of career education for the school system.	School Board action

10. Project Participants

See completed Participant Summary report attached.

11. Evaluation

a. Objective one: At least 75% of all elementary teachers and 50% of all secondary teachers in the school system will be involved in a minimum of four sessions with Career Counselors on how to use classroom career counseling/guidance techniques.

The evaluation of this objective was completed via review of quarterly reports and personal interview with the counselors. We also worked in cooperation with the third party evaluators who in turn interviewed the counselors and reviewed their logs. Staff members were surveyed by the third party evaluators and results were screened. Sample instruments are included in this report.

b. Objective two: At least 75% of all elementary pupils in the school system will participate in at least two self awareness/career awareness guidance conferences with a counselor.

The evaluation of this objective was completed via review of quarterly reports and personal interview with the counselors. We also worked in cooperation with the third party evaluators who in turn interviewed the counselors and reviewed their logs. Staff members were surveyed by the third party evaluators and results were screened. Sample instruments are included in this report.

c. Objective three: At least 75% of all 7-12 secondary pupils will participate in at least one career planning guidance conference with a counselor.

The evaluation of this objective was completed via review of quarterly reports submitted by staff members. We worked in cooperation with the third party evaluator who surveyed the students and the staff. Results from the third party evaluator were screened.

d. Objective four: At least 5% of all parents will be actively involved in the career education program.

The evaluation of this objective was completed via review of quarterly reports submitted by staff members. Parent opinionnaire survey data was collected and reviewed at the elementary level.

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/Negro	Caucasian/White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)	7	3	0	1241	1	1252	21	not	37	603	649
Middle/Jr. High (7-9)	5	1	0	899	2	907	11	available	17	449	458
Senior High (10-12)	5	1	0	935	2	943	15		12	463	480
2-Year College											
4-Year College											
Adults (non-matriculated)											
Sub-total:	17	5	0	3075	5	3102	47		66	1515	1587
Educational Personnel:											
Teachers	0	0	0	148	0	148				64	84
Counselors	0	0	0	4	0	4				3	1
Administrators	0	0	0	9	0	9				7	2
Members of the Business/Labor/Industry Community:	Unavailable			24		24					
Parents:	Unavailable			163		163					
Other (specify):											
Total:	17	5	0	3423	5	3450					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

KIMBERLY

e. Objective five: At least 80% of all students will participate in a systematic career education program.

The evaluation of this objective was completed with review of a student opinionnaire survey in grades 3, 6, 9 and 12. This data combined with the teacher survey and review of quarterly reports showed the results reported. Again cooperation with the third party evaluation team was an integral part of the evaluation. Sample evaluation instruments are available within this report.

12. Anticipated Changes and/or Problems

If funding is not continued on this project our local district will retain the concept as a system wide priority. We will also retain the services of the elementary counselor. Some in-service time and monies will also be budgeted for career education. If the project is renewed a part time coordinator will be added to provide documentation and direction for a systematic program. The coordinator will also extend time and abilities to a minimum of two other districts as they start a career education program. A career coordinator would also be more responsive to hosting and informing other school districts in explaining career education concepts.

13. Dissemination Activities

Kimberly hosted six other consortium member school districts as they reviewed our program and materials. We have had visitation teams from Little Chute, Winneconne and Appleton make on-site appearances to gather information. We have taken part in an informational session at and with the Shiocton School District elementary teachers. Materials and information have been sent upon request to: Waukesha Public Schools - WI, University of Montana, University of Windsor, Wittenberg Public Schools - WI, Shiocton, WI, Sharon, WI, Huntington Beach School District, CA, Schenectady, NY, and Sherwood - WI. The requests originated from the consortium wide Newsletter that was published as part of the dissemination plan. On April 9, 1976 Kimberly was part of a regional career education sectional as part of the N.E. Wisconsin Teachers Convention. At this conference we had requests from 27 persons, in as many different school districts, for materials. Kimberly participated in the state wide Career Education Leadership conference held in Madison on June 8, 1976. We hosted four sectionals as part of the conference. At the local level two days of in-service was held for all staff members and career education concepts were a vital part of the program. A local in-house Newsletter was published.

14. Special Activities

Kimberly does not have any additional special activities on which to report at this time. Letters of support for the Perkins Bill were sent out by the project coordinator and each one drew a favorable response from the congressmen contacted.

Joint School District No. Six
Kimberly, Wisconsin

___ 1st DUE Nov. 26
___ 2nd DUE Jan. 30
___ 3rd DUE Mar. 30
___ 4th DUE May 28

CAREER EDUCATION QUARTERLY REPORT

SCHOOL	TEACHER'S NAME	GRADE/SUBJECT AREA

This form is to help you log, document and submit your Career Education activities on a regular basis. This should eliminate some of the cumbersome record keeping. Items reported for one quarter should not be reported again. If you need more space when reporting please use the reverse side for any additional comments. If you have done nothing, still sign and return. (There's always next quarter.)

SELF AWARENESS/List activities and software used toward meeting this component.

WORLD OF WORK/List activities, field trips, software and speakers used toward meeting this component.

CAREER PLANNING AND EXPLORATION/List activities, speakers and software used toward meeting this component.

PARENTAL INVOLVEMENT/List parents living within Joint School District #6 who were involved in one or more lessons and how they were involved.

CLUSTERS/Check the clusters which you have reinforced.

___ Transportation
___ Business & Office
___ Manufacturing
___ Health
___ Public Service
___ Agri-business
___ Fine Arts/Hummanities
___ Hospitality & Recreation
___ Distribution & Sales
___ Marine Science
___ Public Service
___ Construction
___ Communication
___ Consumer Homemaking
___ Environment

SELF

WORK WORLD

IN-HOUSE HIGH LITES
CAREER EDUCATION

CAREER PLANNING and PREPARATION

JOINT SCHOOL DISTRICT No. 6

KIMBERLY, WISCONSIN

Dear Colleagues:

The following bulletin is being put together as an informational tool to help you keep abreast of our system wide Career Education program. I would like to take this opening spot to congratulate the staff for their overall acceptance and support of the Career Education concept. Your individual involvement and the collective results once again reflects upon the professionalism that makes our school system so successful.

Sincerely,

Jerry Kain

Jerry Kain

SCHOOL BOARD REAFFIRMS THEIR COMMITTMENT TO C.E.

On December 8, 1975 the Board of Education was provided with a current status report of Career Education. The report provided an insight to local, state and national program developments. It was pointed out that Career Education is not a passing fad and all indications are that more federal support is forthcoming. The Board was provided with current information on staff involvement and community wide acceptance. They were pleased with the number of outside speakers being invited into our classrooms. The many positive comments by the Board and the acceptance of the most recent federal grant indicates continued support of our efforts. It's very nice to know when the people at the top are in agreement with what is being attempted and I'm sure we all appreciate the Boards favorable comments.

CONSORTIUM

A direct result of our involvement in "The Wisconsin K-12 Consortium for Improving Career Education" will be a complete K-12 evaluation of our career education program in Kimberly. A "third party" evaluator will conduct the evaluation during the early spring of 1976. Teachers, parents and students will be contacted as a random sample is taken district wide.

EVALUATION - STAFF INVOLVEMENT SURVEY RESULTS

At the conclusion of the 1974 - 1975 school year an evaluation survey was administered to all Joint School District No. 6 faculty members.

The survey was used to determine staff involvement in the Career Education program and to check on the use of the sixteen career education concepts. The results of the survey were very positive in most areas.

There are four concepts which were identified as being in need of fortification with staff as they may not be fully understood. These are: (4) There is a wide variety of careers which can be classified in several ways; (9) Job specialization creates interdependancy; (13) Career development requires a continuous and sequential series of choices; (14) Various groups and institutions influence the nature and structure of work. It is felt that reinforcement of these concepts will raise the level of our emphasis.

The concepts in need of more emphasis, by classroom teachers, in addition to the four above include: (5) Work means different things to different people; (8) Occupational supply and demand has an impact on Career planning; (11) Occupations and life styles are interrelated; and (16) Job characteristics and individuals must be flexible in a changing society.

The check on career education activities reported out very well. By the results of these responses it is felt that we have made an excellent progress system wide, with the career education program.

FINANCIAL RECAP

Our record of monies expended to date shows a minimum of local funds and a very substantial amount of state or federal support. We were very fortunate to secure funding in the amounts that we did, but it was not our intent to rely on these funds for program development. The following outline indicates monies used for career education implementation 1972 -- 1976.

	LOCAL	STATE	FEDERAL	TOTAL
1973 - 1974				
Workshop	$2,531.74	$2,806.76		$5,338.50
1974 - 1975				
Summer Work	220.00			
Supplies & Materials	118.00			
Title II		14,400.00		$14,738.00
1975 - 1976				
Budgeted (General)	300.00			
In-service	250.00		4,050.00	
Staff (Guidance)	824.00		9,200.00	
Fringes Above			1,800.00	
				$16,874.00
	$4,243.74	$17,206.76	$15,500.00	$36,950.50

It should be pointed out that the building principals and staff members adjusted their existing budgets to incorporate career education activities. The above reflects expenditures above and beyond normal budget items. During the four year period, the above total dollars expended amounts to a per child expenditure of $2.80 per year. Local costs run less than 35 cents per child/ per year.

QUARTERLY REPORTS REVIEWED

Each and every one of the quarterly reports was reviewed and a few of the observations are presented:

1. Only one school did not have a 100% return of the form.
2. Only 14 staff members returned a form without an entry.
3. Seventy five (75) parents have been directly involved in classroom activities.
4. The four guidance counselors are involved in joint planning of goals and objectives.
5. In addition to parental involvement many others from business and industry have visited our classrooms and/or hosted us at their job sites.
6. At the 7 - 12 level many language arts assignments are geared to reading within the Career Education components.
7. The elementary counselor has been very active with in-class activities in support of the teachers self awareness efforts.
8. A lot of role playing is being used by staff members.
9. Hands-on activities for students are being used.
10. I.M.C. materials purchased with title II funds have not been used extensively during the first quarter.

CURRICULUM MONIES AVAILABLE

If you would like to develop some materials during the summer, funds are available to sponsor several Career Education projects. You may work alone or with a group. Get your ideas together and approach your building principal now. Pre-planning sessions must be scheduled during March, April and May in order to make any summer work beneficial.

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

MADISON, WISCONSIN

Final Project Performance Report
Wisconsin K-12 Career Education Consortium
Madison Public Schools Consortium #3
Part C.3.a.b.
June 29, 1976

Prepared by
Ellen H. Meister
Madison Career Education Project Director
Research and Development Department

In conjunction with
Connie Thompson, K-8 Project Coordinator
Dave Olson, 9-12 Project Coordinator
Sue Flynn, 9-12 Project Coordinator

Douglas S. Ritchie, Superintendent of Schools
545 West Dayton Street
Madison, Wisconsin 53703

Final Project Performance Report
Madison Public Schools Consortium #3
June 29, 1976

Introduction

The Madison project focused on integrating basic skills and career education. One major product of the first year of operation was a set of K-5 learning center materials which integrate career education with math and language arts. During the development and testing of these materials, as well as the followup full-scale implementation, involvement of staff (classroom teachers and counselors) and dissemination of materials have had high priorities. A second major thrust of the project was to gain a commitment for change in the basic skill areas of the high school. All efforts were directed at either staff inservice related to understanding career planning needs of youth and experience based learning (EBL) options, or student experimentation with EBL in conjunction with career planning and related ongoing courses in the academic areas. (It is important to note here that Madison already has an excellent vocational education program with about 10% of the twelfth graders participating in cooperative education capstone programs, and a total enrollment in excess of the school population participating in numerous vocational education electives.)

Leadership for the project was provided by three project coordinators working as a team with the project director. In addition, twelve elementary staff served on a writing team, and over 100 other staff aided in the testing of materials; also over 100 high school staff participated in key roles focusing on relating basic skill areas to work. These numbers do not include the over 400 staff who have voluntarily completed ten-hour inservice courses on relating education to work in a free enterprise system, the over 300 staff who have participated in special workshops on planning and developing materials, and the over 100 staff who serve on K-12 attendance area career education leadership teams. It is this extensive staff involvement (over 50% in the above special areas alone) that makes career education a viable part of Madison Public Schools.

The following report focuses on the FY76 major accomplishments related to the incremental improvement of career education in Madison Public Schools. The sampling of evidence which follows is intended to highlight what the introduction of federal funding has been able to add in a school district which had already over the past three to four years made many financial and staff commitments to career education. One year ago it was estimated that Madison Public Schools had accomplished to a minimal degree most of the activities up to category #5 (Hoyt's suggested incremental improvement categories for career education). During this past year we have expanded significantly upon all these previous activities, as well as moving into new activities found in categories #6 and #7.

9. Major Activities

a. Objective one reads, "To plan, design, test, and install curriculum intervention models which lead toward the integration of career education concepts with basic skills in math and language arts in grades K-5."

(1) Hired a full time project coordinator to direct the development of K-5 intervention models.

(2) Formed a research and development management team composed of four curriculum coordinators (one from each K-12 attendance area in the district), the Madison career education consortium project director, and the K-5 project coordinator. This team served in an advisory capacity in all phases of the project. They assisted in the selection of the developmental team teachers and in numerous inservice sessions. They also assisted in the development of evaluation and assessment instruments.

(3) Established qualifications necessary for membership on the career education developmental writing team and developed a position vacancy statement.

(4) Made available district-wide applications for the positions on the developmental writing team. Selected twelve teachers from across the four attendance areas in the district, as well as representative of all grade levels K-5 and IMC (library) personnel.

(5) Utilized a model for curriculum development which included program planning, product development, and product diffusion strategies. This involved a three phase plan for developing the curriculum intervention models: (1) incremental testing; (2) revision and pilot testing; and (3) revision and field testing. (See attached Appendix A.)

(6) Presented K-5 project plans to the four K-12 area administrators meetings, the four K-12 area career education leadership teams, and the four area parent advisory councils.

(7) Secured the cooperation of one K-12 attendance area (West) career education leadership team to act as a monitoring team for the developers of the curriculum intervention models. This group served as a control for the curriculum development competencies assessment models as they were developed and revised in three phases.

(8) Publicized the project through articles in the Chamber of Commerce Newsletter, the Wisconsin Career Education Consortium Newsletter, and the Staff News. (See attached document in Appendix B.)

(9) Selected twelve schools across the four K-12 attendance areas to serve as test site schools for the curriculum intervention models developed. Four schools were involved in the incremental testing; the original four plus four additional schools in the pilot testing; and all twelve schools in the field testing.

(10) Conducted before midyear two all-day inservice/planning sessions and several after school sessions for the developmental team. Decisions were made on the format of the intervention models, the career education concepts which would be stressed, and the specific math and language skills which would be incorporated into the curriculum models. Particular emphasis was placed on the various language arts and math areas that have been pointed up as weaknesses in district testing programs over the past three years. Special emphasis was given to criteria for developing materials that were free from sex and occupational stereotyping.

(11) Had each writer present his/her first two to three hour curriculum intervention model to colleagues; edited, printed, and placed the revised models in four schools for incremental testing. Teachers in these four schools agreed to try out the materials in their classrooms and to complete evaluation forms to provide feedback to the developmental team for revising the intervention models for the second phase or pilot testing. (See attached document in Appendix C.)

(12) Data from the incremental testing was used by the developmental team to revise and expand the models for the six to eight hour pilot testing. Input was also received from the Research and Development management team, the Department of Human Relations, and the West Area Career Education Task Force.

(13) Met with the developmental team for three sessions in January. The revised and expanded models were edited, printed, and placed in eight schools for pilot testing in February. Teachers in these schools agreed to try out the models in their classrooms and provide feedback to the developmental team for revising the intervention models for the third phase or field testing. (See attached document in Appendix C.)

(14) Met with the developmental team in March to study evaluations from the eight test site schools, plan for the development of the third and final phase of the curriculum intervention models, and make modifications for eliminating any stereotyping remaining.

(15) Met with the developmental team in April. Final 12-15 hour revised curriculum intervention models were submitted. These models were edited, printed, and placed in 12 schools for field testing.

(16) Planned for district-wide Career Education/Basic Skills Workshop with the assistance of the Research and Development management team and the developmental writing team.

(17) Conducted an all-day workshop, "Bridging the Gap -- Career Education and Basic Skills", at Marquette Middle School in June. Seventy-five elementary school teachers from 31 schools across the district attended. Participants engaged in activities designed to familiarize them with curriculum intervention models. In final form these models consist of ten packets of suggested learning activities for grades K-5 which integrate career education concepts with basic skills in math and language arts. These 75 teachers are now prepared to assume leadership roles in their own schools and accept responsibility for disseminating these intervention models during the 1976-77 school year. See Appendices D, E, and F for a summary of the ten curriculum intervention models, a workshop program, and a workshop evaluation.

b. Objective two reads, "Significantly expand the quantity and improve the quality of experience based options for high school students."

(1) Researched and explored existing experience based career education learning concepts and programs at the national level, including phone contacts and written correspondence with NIE Experience Based Career Education Models to gather additional data. NIE materials, i.e., filmstrips, handbooks, evaluation, and recommendations were used to modify Madison's project and for idea-sharing with administrators, counselors, and teachers.

(2) Organized school and community support for developing collaborative relationships between school and community; included sharing project goals with all levels of staff, administrators, counselors, and teachers, via cabinet and departmental presentations; organized business-education sub-committee to provide community input into the development of an experience based learning option. Solicited ongoing project support, publicity, and evaluation through Chamber of Commerce Business and Education Coordinating Council.

(3) Involved all four high schools at the district level in the planning and development of an experience based learning model. Identified 11 departmental chairpersons and counselors, representing four high schools to serve on an ad hoc committee. Early focus was an expansion of EBL options in academic areas of language arts, math, science, and social studies. Informal meetings were arranged with 10-15 talented students at each school for assessing student understanding and need for EBL options. Tape recordings of student sessions, plus written summaries prepared for staff sharing. All-day and afternoon workshops held for ad hoc committee planning time.

(4) Developed a conceptual plan plan (see Appendix G) including Madison's project definition and focus, needs, purpose and assumptions followed by specific goals and accompanying objectives. The plan also includes fourteen different experience based career development learning options identified by the committee for integration into the high school curriculum.

(5) Increased the understanding, interaction, and support for the EBL concept by various school and community interest groups. The communication process was highlighted by a Madison District Career Education Leadership Conference involving approximately 100 administrators, parents, teachers, students, counselors, and representatives from the business community.

(6) Revised original goal to also include newly identified related learning options and to involve all four high schools in the experimentation and development of newly identified career related learning options for integration into the high school curriculum.

(7) Completed installation of the Wisconsin Occupational Information System, a computer based program supported through guidance services in all four high schools. (Related information on WOIS available upon request.)

(8) Organized counselor-teacher-administrator teams to explore and plan for Career Resource Centers in each high school.

(9) Involved counselors, counselor aide, IMC-AV staff, and teachers in the organization of building resource center lists, including a faculty career resource list for distribution to students and community and a career map for identifying all career resources located within the building.

(10) Involved counselors, teachers, administrators, and Local Vocational Education Coordinator staff at two high schools in the local development and "piloting" of action learning, an experience based learning option. Fifteen talented students from West High School were placed in various community job positions for observation, e.g., stock broker, lawyer, nursing, physical therapy, doctor, nuclear physicist, pharmacist, occupational therapist, etc. Teachers representing social studies (economics and sociology) and science (advanced science seminar) planned with counselors and coordinators to work out: procedures for student selection process; released time from school; student objectives; community placement; legal concerns; and student-teacher-counselor evaluation. Also piloted experience based learning in the science department; 20 students placed for five to nine weeks in forestry, veterinary science, fish and game management, and health careers areas. Six students from English classes were placed in such communications related careers as paramedics, law, social work, radio-tv, and newspaper.

c. Objective three reads, "Work toward the development of a total Career Planning System."

(1) Established teacher-counselor planning teams in each school to provide input into the design and implementation of a Career Planning System.

(2) Used Title IV project coordinator to work in each high school (3-4 weeks) as a temporary career resource person to assist with piloting of experience based learning options, and developing career planning system.

(3) Completed a Career Development Needs Assessment of Guidance and Academic Departments (language arts, science, social studies, and math) within three high schools to aid in building career planning system and using available career resources through a counselor-teacher team approach. The assessment included counselor interviews of each academic chairperson regarding: identification of career services offered, identification of career options needed in curriculum, and identification of counselor services needed in career area to support academic departments.

(4) Linked career planning system and related career resource center at East High School with school's overall long range planning process.

(5) Developed a career planning checklist for individualized student use at any grade level. (See Appendix H)

(6) Experimented with career workshops at West High School; social studies students (grade 11) attended sessions on career decision making, employment trends, vocational-technical programs; grade 10 students attended sessions on job opportunities, summer employment, career decision making; counselors experimented with small groups counseling in the areas of self-assessment and career exploration.

(7) Completed similar activities at Memorial High School; focus on career planning system and career resource center. (See Appendix I)

(8) Developed career resource centers. The center is probably the most visible output of the entire project. Counselors documented the need for such centers, and together with IMC-AV staff and teachers, have developed plans for utilizing them immediately August 1976.

d. Incremental Improvement

In line with the third consortium-wide objective concerning incremental improvement, the (Madison Public Schools) agreed to move from the fifth category to the seventh category as measured by the criteria defined in Appendix R of the original proposal.

This school district has determined that it has met the following criteria for attaining category seven.

	Criteria	Documentation
1.	Clear, positive evidence of the effectiveness of career education at the senior high level.	Data from student career development needs assessment of 500 students grades 9-12 show satisfaction with career planning activities. Senior Survey of 1450 class of 1976 seniors (65%) show many career development needs being met. Third party evaluation forms from all counselors, department chairpersons, and selected staff in academic areas reflects involvement with career education strategies and program activities. Guidance and Counseling needs assessment shows four top needs of students to be in the area of career development; counselor directory of programs and services reflects a delivery of items focusing on these needs.
2.	Special career education activities for physically and mentally handicapped which are made available to 80% of the handicapped in the district.	Counselors are involved with special education teachers in planning curriculum. IMC staff provide special materials for SES students. 15 EMR teachers and 16 ED and LD teachers serve special needs of high school students. Work education program in high school has been ongoing for several years; community training is an integral part of this program. All high school developmental disability students have career education activities as part of their basic curriculum. Use of field training common for perspective employees. Placement is a consideration of all special education teachers' programs. Much articulation occurs with community agencies. Some special education students are participating in adaptive vocational education courses; these courses are being taught by the vocational educator and the special education teacher.
3.	Special career education activities which are made available to at least 80% of the students from low income families.	Several Title I resources are concentrated in the East K-12 attendance area where the high school has a career education committee headed by a part time career education coordinator; a monthly newsletter (available upon request) outlines the many school activities which would

	Criteria	Documentation
8.	A program of flexible scheduling that allows senior high students to combine classroom with work experience.	Work experience is available to all senior high school students upon request; release time procedure is used; credit granted; school supervised.
9.	Opportunity for 100% of senior high students to participate in career decision making programs involving professional and group career counseling.	High schools hold career days where professional organizations are represented; job hunting seminars are supported by community agencies and professional organizations; career planning seminars are supported by similar groups; and women's career awareness days have had considerable involvement from professional groups as well as an opportunity to participate in group career counseling.
10.	A school-community career entry council which systematically offers its services to school leavers in the school system.	Business and Education Coordinating Council objectives focus on providing equal status to all forms of continuing education provided within the city and larger area of the state.

An additional objective in the incremental improvement area for Madison reads, "Develop and make operational at the district level an inter-attendance area plan addressing the need for incremental quality improvement in the area of career education and basic skills." The following activities relate to this objective.

(1) An all-day career education leadership conference was held on December 10, 1975. The objectives of this conference were: (1) to exchange ideas on how young people plan for their career; (2) to share career education program ideas which can be integrated with the existing curriculum; (3) to discuss continuing priority needs for career education; and (4) to explore ways in which basic skill learning can be enhanced through collaborative relationships with business and the community. Over 100 parents, business people, students, counselors, teachers, Board of Education, University, and school administration people were in attendance. Evaluation shows the conference made a positive impact.

(2) Another activity relates to the involvement of Madison elementary teachers in the field testing of agri-business curriculum units being developed out of Ohio State University. This is purely a voluntary thing with 20 elementary teachers from eight schools using parts of ten or more units. Evaluations from students and teachers are returned to Ohio State.

	Criteria	Documentation
		directly affect the Title I population as well as all other students attending the school; six of ten middle schools in the district are in low income areas which are provided special resources for career education activities; these include involvement with a career exploration package using career simulation as a strategy. Also all Title I school faculties have participated in career education inservice.
4.	Special career education activities which involve 25% of the gifted and talented students in senior high.	Advance level courses are available in science, social studies, language arts, vocational education, foreign language; approximately 20% of the students participate in these advance level courses; experience based learning is in the process of being developed by counselors and teachers for approximately 5% of the talented students in its initial year.
5.	Follow-up data on at least 50% of the students who have left school during the past 12 months.	Exit interviews are held with all students who withdraw; records are kept regarding their career plans. Followup of 100% of the graduates from the alternative schools within the district takes place on an annual basis. Followup on a random sample of 20% of the graduates every one, three, and six years has been undertaken since the class of 1973. Followup on all vocational education cooperative education students occurs on an annual basis.
6.	Evidence that 100% of elementary school students have the opportunity to participate in activities designed to increase awareness of self, the world of paid employment, the place of work in society, habits, and individual work values.	See project activities under 9.a. above. An elementary school faculty survey of 166 teachers shows extensive use of 12 career education related instructional strategies.
7.	Evidence that 100% of middle/junior high school students have the opportunity to participate in some form of a "hands-on" career exploration program within the school or the community.	All middle school students grades 6-8 take unified arts (art, home economics, industrial arts, music, physical education) plus all students in six of the ten middle schools have participated in simulated career education activities involving special prepared career exploration activities.

(3) A third activity relates to Madison middle school teachers participating in the pilot and field testing of eight career education simulations developed by the Alliance for Career Education, a membership consortium in which Madison Public Schools invests individually. Middle school teachers have been involved in the incremental, pilot, and field testing of eight career clusters to date. Approximately 35 teachers are involved. The project evaluation shows a high degree of interest among the teachers as well as acceptance of the materials being provided.

10. Project Participants

See completed project participant summary attached.

The following is additional special information on staff involvement in K-5 project.

1.0 Objective: To involve increasing numbers of people during the development of the career education/basic skills curriculum intervention models, especially elementary teachers in the Madison Public Schools.

1.1 Organized a research and development management team. This group of six persons included the project director, the project coordinator, and four K-12 attendance area coordinators.

1.2 Presented project plans to building administrators during four attendance area meetings. Approximately 45 administrators attended these meetings.

1.3 Informed all elementary teachers of the opportunity to apply for a position on the developmental team and selected twelve qualified applicants.

1.4 Explained project goals to: (1) all four K-12 attendance area career education leadership teams; (2) Business and Education Coordinating Council; (3) four area parent advisory councils; and (4) Career Education District Coordinating Council.

1.5 Involved approximately 50 elementary teachers from four elementary schools in the incremental testing of the curriculum intervention models.

1.6 Involved approximately 100 elementary teachers from eight schools in the pilot testing of the curriculum intervention models.

1.7 Involved approximately 150 elementary teachers from 12 elementary schools in the field testing of the curriculum intervention models.

1.8 Conducted an all-day workshop for 75 elementary teachers from 31 elementary schools. These teachers will assume responsibility for the dissemination of the intervention models during the 1976-77 school year.

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY (A)

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/ Negro	Caucasian/ White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)	20	20	180	12,820	20	13,060	50	377	700	6,530	6,530
Middle/Jr. High (7-9)	20	40	180	6,643	20	6,903	20	100	300	3,452	3,451
Senior High (10-12)	0	10	60	9,583	40	9,693	30	100	200	4,846	4,847
2-Year College	--	--	--	--	--		--	--	--	--	--
4-Year College	--	--	--	--	--		--	--	--	--	--
Adults (non-matriculated)	--	--	--	--	--		--	--	--	--	--
Sub-total:	40	70	420	29,046	80	29,656	100	577	1,200	14,828	14,828
Educational Personnel:											
Teachers	2	16	108	1,770	4	1,900				617	1,283
Counselors	0	0	3	47	0	50				30	20
Administrators	0	0	7	133	0	140				120	20
Members of the Business/ Labor/Industry Community:	0	0	0	205	0	205					
Parents:											
Other (specify): agencies	--	--	1	4	--	5					
Total:	42	86	539	31,205	84	31,956					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

MADISON

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/ Negro	Caucasian/ White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)	10	10	90	8175	10	8295	50	377	700	4150	4150
Middle/Jr. High (7-9)	10	20	90	1870	10	2000	20	100	300	1000	1000
Senior High (10-12)	0	5	30	1545	20	1600	30	100	200	800	800
2-Year College	--	--	--	--	--	--	--	--	--	--	--
4-Year College	--	--	--	--	--	--	--	--	--	--	--
Adults (non-matriculated)	--	--	--	--	--	--	--	--	--	--	--
Sub-total:	20	35	210	11,590	40	11,895	--	--	--	--	--
Educational Personnel:											
Teachers	1	8	54	780	2	845				260	585
Counselors	0	0	3	47	0	50				30	20
Administrators (includes central office)	0	0	7	133	0	140				120	20
Members of the Business/ Labor/Industry Community:	0	0	0	205	0	205					
Parents:											
Other (specify): agencies	-	-	1	4	-	5					
Total:	21	43	275	12,759	42	13,140					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

MADISON

1.9 Communicated with all elementary principals to inform them of the curriculum materials that will be placed in each school next fall.

1.10 Offered the assistance of the Research and Development Department to teachers and principals for the purpose of planning career education/basic skills inservice programs.

11. Evaluation

A part time evaluation technician was hired for 10 hours per week. His responsibilities were to assist with the development, administration, and computer analysis of all career education evaluation instruments. These included the seven instruments contributed by Madison to the Assessment-Evaluation Kit prepared by the consortium, as well as numerous other evaluation strategies applied to workshop groups, guidance and counseling career development assessment efforts, and teacher-student surveys requested by the third party evaluator and/or developed locally.

The intent of the overall project evaluation for Madison was to use a "goal free" evaluation model and have people not so closely associated with the implementation of career education take note of unanticipated spinoffs. The process was initiated by reviewing the "goal free evaluation" concept with the district's Evaluation Coordinator and working out strategies that could generate the needed information. An ad hoc team of R & D coordinators met monthly to note progress in the basic skills-career education project; the Superintendent's Cabinet provided unintended (positive) information in their session with the third party evaluator, as did two high school staff committees. In addition, the Board of Education received two reports and at the time made unsolicited remarks about the progress in career education in terms of program efforts and budget resources involved.

Other significant unsolicited comments include those from principals of "test schools" who noted the high teacher interest and quick acceptance of new materials; one teacher volunteered to have her class videotaped as they used the K-5 materials; and several staff referred to career education implications lacking in older materials.

Student pre and post tests were used with the middle school career exploration simulation materials. Also, student surveys were completed by examples of grades 3, 6, and 9 students; the Wisconsin Senior Survey was completed by twelfth graders. All results reflect growth in the "amount" of career education activity ongoing in the district, as well as great involvement on the part of staff.

While there are still "resistors", more and more staff are willing to (1) focus on the career development process, and (2) build effective relationships between what's going on in the basics and the working world.

Structured student and staff interviews were held to determine whether the gap between education and work was lessening, what strategies for doing this were effective, and what suggestions for even greater improvements could be implemented.

Third party evaluations for Madison reflect that teachers are using more career education strategies this year than in the past. Data from the third party evaluator shows that 74% of the high school teachers are presently using career education methods/activities five or more times annually. In addition, 70% of the high school staff are using in excess of five different types of activities annually. This represents an increased use of career education methods with regard to 85% (23 of 27) methods analyzed. The four methods showing non-significant decreases were field trips, peer counseling, educational fairs, and parent involvement. The three methods reflecting the greatest increase in use were (Form 6 - Third Party Evaluation):

Item 25: Presenting activities to help my students identify their interests and skills.

Item 28: Discussed jobs related to topics or units presented in class.

Item 29: Encouraged students to think about selecting a career.

These three items serve to demonstrate that high school staff are beginning to assume greater responsibility for supporting the career development needs of young people particularly in relation to self assessment/feedback and bridging the gap between education and work.

Madison department chairpersons agreed that state and federal funds should be provided to support career education, career education helps students make realistic career choices, career education is sound and worth implementing, and students should be able to leave school during the day to work. They disagreed that the guidance department should carry the sole responsibility for career education, that a teacher education career education course should be required for certification, and that students should receive credit for any kind of employment. On a separate instrument counselors chose identical items for agreement and disagreement. In addition, counselors agreed most strongly with the statement "students should be aware of different jobs and job requirements during the study of each subject". This item implies that teachers could attempt to build more relationships between subject matter and its application in the world of work, as well as maybe counselors could team with teachers to accomplish this end!

Elementary staff are using a variety of career education activities; most used are AV materials, printed materials, and classroom discussion. Least used are parents and field trips. However, it is interesting to note that separate data collected from "known career education involved teachers" showed that parents and field trips were indeed used extensively.

70

a. K-5 Career Education and Basic Skills

(1) Developed a self-assessment instrument for teachers to determine the competencies needed by curriculum developers (see attached document in Appendix G). This instrument was administered to the 12 member developmental team in November, as they began the project, and again in March, as the project neared completion. The results showed that writers considered the "ability to identify basic concepts in various curriculum areas of math, language arts, and career education" to be their highest priority in the post test. "Skill in identifying student needs, interests and goals" and "ability to re-evaluate materials after a try-out period" also received high ratings. Complete results of the pre and post test group mean scores are included in Appendix J.

(2) Devised an evaluation instrument for teachers to complete in relation to the testing of the curriculum intervention models. This form was completed by approximately 50 teachers during the incremental testing; 100 teachers during the pilot testing; and 150 teachers during the field testing. The developmental team used these evaluations to revise the curriculum intervention models during each of the three writing phases. The instrument proved particularly helpful in detecting examples of sex role and occupational stereotyping, and in determining appropriate grade levels for the models. Numerous suggestions from test teachers for changes and additions to the intervention models were incorporated into the final products (see Appendix C).

(3) Developed an instrument for the developmental team members to use in critiqueing each other's intervention models. This was used during inservice sessions for the developmental team following the three testing phases (see Appendix K).

(4) Participated in a consortium-wide evaluation effort by administering: (1) a third grade career awareness instrument in twelve classrooms; (2) a teacher survey to assess career education activities to twelve elementary staffs; and (3) a career education instrument to sixth grade teachers and students in two middle schools.

(5) Designed an evaluation form for the June 7 Career Education/Basic Skills Workshop. See Appendix F for a complete tabulation of this evaluation. The results indicated that the workshop participants experienced a high degree of satisfaction with the workshop and that they were highly committed to expanding their efforts to integrate career education concepts with basic skills.

b. Career Related Learning Options at the High School Level

(1) Used a guidance and counseling needs assessment to provide data from a random sample of 200 each (grades 10 and 12) students relative to their needs for learning about careers, educational and training opportunities, and career guidance and counseling. The five top priority needs all focused on career planning and implied improved counselor services.

(2) Completed consortium-wide evaluations; including at East and West High Schools an assessment of 26 high school chairpersons; 50-60 academic staff members in language arts, science, math, and social studies; 200 ninth grade students in each school and 38 high school and middle school counselors. In addition, Memorial and West High Schools used special career development assessment instruments included in the consortium assessment/evaluation kit.

12. Anticipated Changes or Problems

a. The original timeline for the K-5 part of the project was somewhat altered because of the failure of the district's teachers and Board of Education to reach contract agreement by January 1, 1976.

(1) Incremental testing was delayed approximately one month; however, this delay did not seriously affect the ultimate completion of the three phase testing plan.

(2) The absence of a spring vacation placed time constraints upon the members of the developmental team in their efforts to complete their writing tasks.

(3) With timeline revisions, all anticipated work was completed in the K-5 project.

b. The high school part of the project was altered as follows: the emphasis on incremental improvement of career education was expanded from an experience based learning focus only to the development of a comprehensive career planning system via a counselor-teacher team approach. The intent was to broaden the base of career education by integrating all existing and newly identified career development options, including experience based learning, into an organized career planning system. The Madison experience based learning model was developed to meet local school and community needs and to supplement an already large and operational vocational education program; thus, it differs from the National Institute of Education Experience Based Career Education Models as follows:

(1) The NIE models cover a broader employment level and include an emphasis on EBCE placement in the lower level (vocational) job entry areas. The Madison EBL component was designed to strengthen the career development area for upper grade level students in academic subjects of math, science, language arts, and social studies. These students have been traditionally isolated from community experience activities related to classroom experience. The Madison thrust also has been to involve talented students in new, perhaps non-traditional career experiences.

(2) The NIE-EBCE models have been implemented in alternative settings outside the traditional high schools. The intent of the Madison project has been one of integrating EBL options into the academic high school curriculum. This has resulted in a greater challenge on the part of the project coordinator in dealing with a greater number of teachers, some with more traditional views. In this implementation process, the project coordinator has played the role of a key change agent at the high school level by stimulating and motivating staff at all levels to recognize the need to change (supported by data) and to make a commitment to offer new or additional services to meet those needs.

c. The number and type of problems associated with the implementation of career education seemed to be lessening. There are still resistors to change; however, planning conversations seem to be easier to initiate and often are inter-departmental. Implementation time schedules sometimes require more time than anticipated; a common explanation is that more staff than originally planned for sometimes become involved, thus, the staff development process becomes extended over a long period of time.

It should be noted that problems were actually minimal during 1975-76 considering that Madison Public Schools had a two week teacher strike, and a .5 reduction in project staff at midyear when one of the project coordinators returned to her counseling position (her return to the counseling position was directly related to the procedure for filling school year vacancies and had nothing to do with the project per se). The change in staff, however, did require transferring funds to other categories as well as using substitute strategies to accomplish the goals. However, with the three additional staff for one semester, and two staff for a second semester, administratively numerous career education activities were initiated, developed, and moved to stages of implementation well beyond earlier expectations. The problem will be if this project does not receive continuation funding; during the first year significant interventions have occurred between counselors and teachers leading to projects and products readied for implementation during 1976-77. Without additional funding these new activities will be delayed two to five years if they have to be funded locally. In such a longer time frame, much momentum and teacher interest/trust in federal funding could be lost. Also a shift in priorities from support for a student's career development to something at this critical five year point (1971-76) in the history of career education, would say something to teachers about the federal career education initiative.

If the second year funding is received, Madison Public Schools will again be able to have teachers and counselors serve in temporary resource positions in the R & D Department; these are leadership type positions whereby teachers and counselors are brought into central office for project coordination responsibilities under the direct supervision of the district Career Education Director.

13. Dissemination Activities

a. Madison Public Schools elementary teachers were the primary audience for the curriculum intervention models developed through this project. Complete sets of ten packets of activities will be available to every Madison elementary school for the 1976-77 school year. A summary of these ten packets and instructions for obtaining copies of them is attached in Appendix D.

(1) The incremental, pilot, and field testing exposed approximately 150 teachers to the intervention models.

(2) The 89 teachers who attended the June 7 Career Education/Basic Skills Workshop will assume the major responsibility for installing the curriculum intervention models in their schools during the 1976-77 school year. Thirty-one of 33 elementary schools were represented at this workshop.

(3) Pending refunding, a temporary resource person from the Research and Development Department may be available to assist these teachers with staff inservice in career education/basic skills during 1976-77.

(4) Administrators, middle and high school teachers, and parents have become aware of these intervention models through publicity articles, personal contacts, and numerous meetings. Special sessions were held with the four attendance area parent advisory groups.

b. The curriculum intervention models have been shared with other Wisconsin school districts.

(1) The six other districts in the Wisconsin Career Education Consortium have been provided with sample curriculum intervention models.

(2) A complete set of ten packets of the intervention models may be secured from the Madison Public Schools Research and Development Department; single samples are available from the State Department of Public Instruction.

A semi-annual progress report on career education has been prepared in Madison Public Schools for the past two years. The latest report (see Appendix O) was delivered to the Superintendent's Cabinet and Board of Education in early June 1976. The Board review of this report generally attracts media coverage. It also serves to remind parents, teachers, etc., about the role of career education in the overall educational effort.

c. At the high school level, the following dissemination activities occurred:

(1) A demonstration packet of materials related to experience based learning was prepared for dissemination via the Wisconsin Career Education Consortium.

(2) Articles on "Counselors Working with Career Planning Strategies For High School Students" have been published in the Madison Staff News, local high school parent newsletters, and high school staff career newsletter.

(3) Internal school dissemination activities occurred through faculty and departmental chairpersons meetings within the local high schools, i.e., sharing of Title IV project, Senior Survey results, Title III, needs assessment results, career strategies from other schools, etc.

(4) Project progress reports were shared with East Area K-12 Career Education Leadership Team (CELT) and West Area K-12 Task Force on Career Education. Also monthly progress reports were sent to the State Department of Public Instruction.

(5) NIE-EBCE model materials were distributed to Madison counselors for "idea" sharing and possible modified implementation next year. A two-day high school workshop involving 10-15 teachers-counselors and administrators from each high school (total 60) was held in June to review career planning changes needed at high school level. The theme was "The Future Role of the High School in Meeting the Career Planning Needs of Young People". The high school workshop on change will be followed up with a district-wide articulation workshop involving three counselors from each high school for sharing strategies developed for a career planning system by grade level, 9-12. (See Appendix L, M)

d. Other dissemination activities included monthly reports to the Business and Education Coordinating Council; followup reports on workshops (copies available); school newsletters (see Appendix N); sharing sessions with the District Career Education Coordinating Council; TV coverage on the Senior Survey; radio news spots on the involvement of the business community with education; monthly project progress reports internally to Superintendent's Cabinet and externally to the Department of Public Instruction and the other six consortium school districts; and articles for the WPGA newsletter, WCEC newsletter, Madison Learning Tree and Staff News publications; plus contacts with several service and civic organizations.

14. Special Activities

a. Efforts were made to eliminate sex, race, and occupational stereotyping in the career education/basic skills intervention models.

(1) The developmental team was committed to designing activities which were free from stereotyping; district developed forms for assessing role and performance biases were used throughout the project.

(2) The Madison Public Schools Human Relations Department served in an advisory capacity during the development of the intervention models.

(3) The 150 teachers involved in the three testing phases provided feedback on stereotyping through an evaluation instrument (see Appendix C).

b. Efforts were made to adapt the intervention models for handicapped students.

(1) Evaluations indicated that teachers of students with learning disabilities were able to adapt some of the activities for their students.

(2) A teacher of the physically handicapped attended the June workshop and planned strategies for adapting some of the activities for use with these students.

(3) Special education students are mainstreamed in Madison schools; thus in the 12 test site schools (approximately 150 classrooms) ED, LD, and EMR mainstreamed students came in contact with the new career education materials.

c. A total of 25 counselors and administrators met in a three day workshop to study the implications of Title IX on career development activities. The outcome of this workshop is that each team of counselors-administrators from a particular school will return in the fall to implement a similar inservice session for the school faculty. Plans were also developed for parent and student sessions on sex role de-stereotyping.

d. Adaptive/alternative programs in vocational education and physical education are available in each of the four high schools. Teachers from special education work with regular subject area teachers in planning and delivery.

e. All published materials purchased in Madison Public Schools must be evaluated for racism, sexism, and role/performance stereotyping. Where materials fail to meet established standards of non-bias, supplementary activities must be written to improve upon identified weaknesses in materials.

f. Sample curriculum units have been developed for K-3, 4-5, 6-8, and 9-10 to show how existing curriculum must be modified in order to eliminate stereotyping.

g. The career resource centers will visibly highlight sex role de-stereotyping. Several new films and materials on non-traditional roles will be used in the centers. In addition, career speakers will be asked to include special information on how stereotyping can be and is being reduced in the world of work.

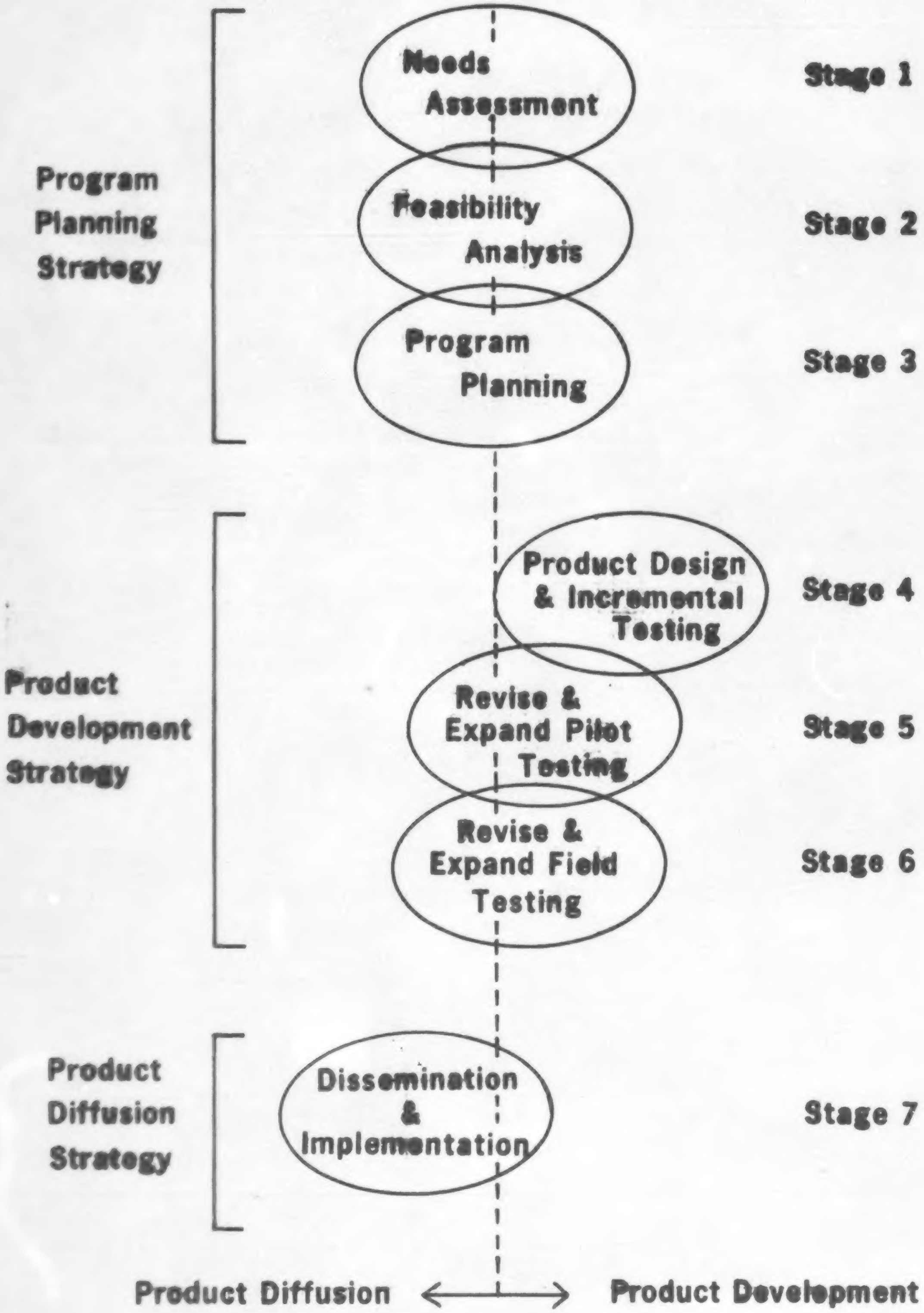
APPENDICES

Letter	Title
A	Model for Educational Development
B	*Staff News*, April, 1976. "Elementary Teachers Integrate Career Education with Basic Skills"
C	Teacher Evaluation Form: Career Education/Basic Skills Materials
D	Summary of the WCEC Career Education/Basic Skills Activities
E	Career Education/Basic Skills Workshop Program, June 7, 1976
F	Evaluation of Career Education/Basic Skills Workshop, June 7, 1976
G	Experience Based Learning Conceptual Plan
H	Career Planning Checklist
I	Memorial High School Career Planning Activities
J	Assessment of Career Development Competencies
K	Career Education/Basic Skills Evaluation
L	Agenda for High School Conference on Meeting Career Planning Needs of Young People
M	Evaluation of High School Conference
N	East Career Education Newsletter and Activities List

APPENDIX A

MODEL FOR EDUCATIONAL DEVELOPMENT

Madison Public Schools


Program Planning Strategy
Needs Assessment
Stage 1
Feasibility Analysis
Stage 2
Program Planning
Stage 3
Product Development Strategy
Product Design & Incremental Testing
Stage 4
Revise & Expand Pilot Testing
Stage 5
Revise & Expand Field Testing
Stage 6
Product Diffusion Strategy
Dissemination & Implementation
Stage 7
Product Diffusion
Product Development

APPENDIX B

Elementary Teachers Integrate Career Education With Basic Skills

Twelve elementary school teachers are working together on a special curriculum writing project designed to integrate career education concepts with the basic skills, particularly math and language arts. Aimed at grades K–5, the project is currently being tested in eight Madison schools (Hoyt, Mendota, Spring Harbor, Orchard Ridge, Muir, Lindbergh, Lake View and Elvehjem).

The project is funded through USOE Title IV and is coordinated by Connie Thompson.

Materials being developed and tested include class units, learning center materials, games, slides and tapes. One game, similar to Monopoly, helps students become aware of products, services, buying and selling. Teachers and students have the option to choose materials and projects which vary in length, skills and complexity. Intended to be supplemental, these materials offer the student additional practice in the basic skills.

Project writers look forward to feedback from the pilot schools to make improvements in the project material.

"Elementary years are a time for career fantasy and providing support for the future career exploration and life choices," says coordinator Thompson. The Career Education–Basic Skills materials are an excellent way for the student to become aware of self and careers while improving his or her basic academic skills. It is hoped that more teachers will design their own materials which fuse career education awareness with basic skills.

The members of the project's developmental writing team were selected on the basis of their commitment to career education concepts, experience in curriculum development and elementary teaching experience. On the primary team are: Nancy Gorchels, Longfellow; Christine Dempsey, Lowell; Virgene Schroeder, Orchard Ridge; Corlie Blumenfeld, Huegel; Dorene Peterson, Spring Harbor; and Sue Dauberman, Frank Allis.

The intermediate team includes: Emma Godfrey, Emerson; Gary Firestone, Leopold; Paul Takkunen, Sandburg; James Trochta, Glendale; Pat Bauer, Elvehjem; and Rachel Bailey, Muir. Project Director Ellen Meister, of Research and Development, and curriculum coordinators from each Attendance Area, Peg Chapman, Elaine Hubbard, Jerry Patterson and Aileen Nettleton, assisted the developmental team.

For more information contact principals of the pilot schools or one of the project writers.

Peckham Elected Local 60 President

At an election held Tuesday evening, March 17, Charles Peckham, custodian at East High School, was elected president of Local 60. As president, Peckham takes on leadership duties for approximately 1300 members of the Madison local union number 60 of the American Federation of State, County and Municipal Employees, AFL–CIO.

Peckham has been a custodian at East High School since May, 1970.

MPS Recognizes Recent Retirees

The following Madison Public Schools employees have retired from work since the beginning of the year. We offer a thank you to them for their services to the Madison Public Schools.

Cecil Kielley, LaFollette High School guidance counselor, retired Jan. 2, 1976 after 17½ years of service.

Luke Derer, custodian at the Community Center, retired Jan. 3, 1976 after 26½ years of service. Both Kielley and Derer are retiring early.

Robert Rieser, East High School social studies teacher, retired Jan. 2 after being on leave of absence since August, 1974. Rieser worked for the Madison Public Schools for 25 years.

Evelyn Bennett, Gompers Middle School food service worker, retired April 3 after 2½ years of service.

McGrew, Yatvin Publish Articles

For those of you who do not have a chance to read EVERYTHING in print, two recent publications of Madison Public Schools staff might be of interest if you missed them.

A new look at MBO, "Management By Objective – the hottest game in town," written by the resident expert on MBO, Assistant Superintendent Jean McGrew, appeared in the January/February issue of the Journal of Educational Communication. McGrew explores the central tenets, organizational purposes and managerial techniques of the Management By Objective system in this article. He writes from the premise that while the MBO was looked at rather skeptically four or five years ago, it now is in vogue among those who are charged with the responsibility of organizing and evaluating a school system.

The March/April issue of Today's Education carries an article by Crestwood Elementary School Principal, Joanne Yatvin. In "Let's Go Slow on Acceleration," Yatvin explores some of the reasons behind the recent trend toward academic acceleration of students. She concludes that children can accelerate at their own rate in a natural way if a classroom has the following characteristics: foundation skills, active involvement, skills more than knowledge, flexible tasks and time periods, new experiences, opportunities and challenges, hard work (not to be confused with a large quantity of full work) and teacher guidance.

Both articles are worthwhile reading, and can be checked out of the Professional Library by calling Maryfaith Fox at 266-6188.

APPENDIX C

TEACHER EVALUATION FORM -- CAREER EDUCATION -- BASIC SKILLS MATERIALS

NAME ______________________ SCHOOL ____________________ PACKET # ______

Grade _____ Approximate number of students using the material _____ Date used _____

Please answer Yes or No.

INTEGRATION	YES	NO
1. Did these activities fit into your classroom?	____	____
2. Did these activities integrate career education concepts with:		
the basic skills of language arts?	____	____
the basic skills of math?	____	____
3. Additional comments:		

CONTENT		
1. Were the concepts appropriate for the children?	____	____
2. Did the activities change most children's attitudes?	____	____
knowledge?	____	____
skills?	____	____
3. Have these activities been helpful to you in teaching career education?	____	____
4. Did most children enjoy using the materials?	____	____
5. Were there any activities that were not interesting to the children? If yes, please explain.	____	____
6. Was the material free from occupational stereotyping?	____	____
7. Additional comments:		

FORMAT		
1. Were the directions clear? for the teacher?	____	____
for the children?	____	____
2. Were the materials attractive?	____	____
3. Were the materials easy to use?	____	____
4. Could you make the materials from the directions given?	____	____
Would you make the materials from the directions given?	____	____

FORMAT (continued)

YES NO

5. Was each activity's allotted time accurate? ____ ____

6. Additional comments:

REVISIONS

1. Did you make any changes in your use of the materials? ____ ____
If yes, please explain.

2. Do you recommend any changes? ____ ____
If yes, please explain.

3. Did these materials suggest any new ideas or activities we could include? If yes, please explain. ____ ____

4. Would you be willing to talk to a committee member regarding your suggestions? ____ ____

5. Would you use these materials again next year? ____ ____

6. Would you suggest the use of these materials to anyone else? ____ ____

7. Do these materials compare favorably to other career education materials you have used? ____ ____

8. Was the assembly that you had to do worth the effort? ____ ____

9. Additional comments:

APPENDIX D

SUMMARY OF THE WCEC

CAREER EDUCATION/BASIC SKILLS ACTIVITIES

Art Unlimited Grades K-5

Offers suggestions for relating the Fine Arts to careers and leisure time pursuits

Be a Busy Body Grade 1

Suggests ideas for creating a large learning center which emphasizes the variety of career options and the various meanings of work

Working Together Grades 1-2

Class and learning center activities which emphasize the concepts that occupations exist for a purpose and that society is dependent upon the work of many people

Fit as a Fiddle Grades 2-3

A unit designed to teach children the importance of staying healthy and increase their awareness of health related careers

Measure Up Grades 3-4

A unit of class lessons and learning center activities which relate measurement skills to workers in construction

Students Are Workers Too Grades 3-5

Suggests activities that stress the importance of good work habits and problem solving skills

Extra! Extra! Read All About It! Grades 3-5

A unit of class and learning center activities in which students print their own newspaper and learn about workers in communications

That's Life! Grades 4-5

A board game and related activities that introduce students to three occupations--farmer, clothes designer and dentist

(See other side)

Exploring the Want Ads Grades 4-5

A group of class and learning center activities which provide opportunities for studying various careers via newspaper want ads

Money Mysteries Grades 4-5

A management system based on banking which includes such topics as savings accounts, advertising techniques and sales tax

These activities were developed through funding from the Title IV Project, Wisconsin Career Education Consortium, 1976.

A limited number of additional copies are available from the Research and Development Department, Madison Public Schools, 545 West Dayton Street, Madison, Wisconsin 53703. The cost of a complete set of ten packets is $10.00, or $2.00 for each packet requested. If possible, payment should accompany order. Allow approximately one month for delivery.

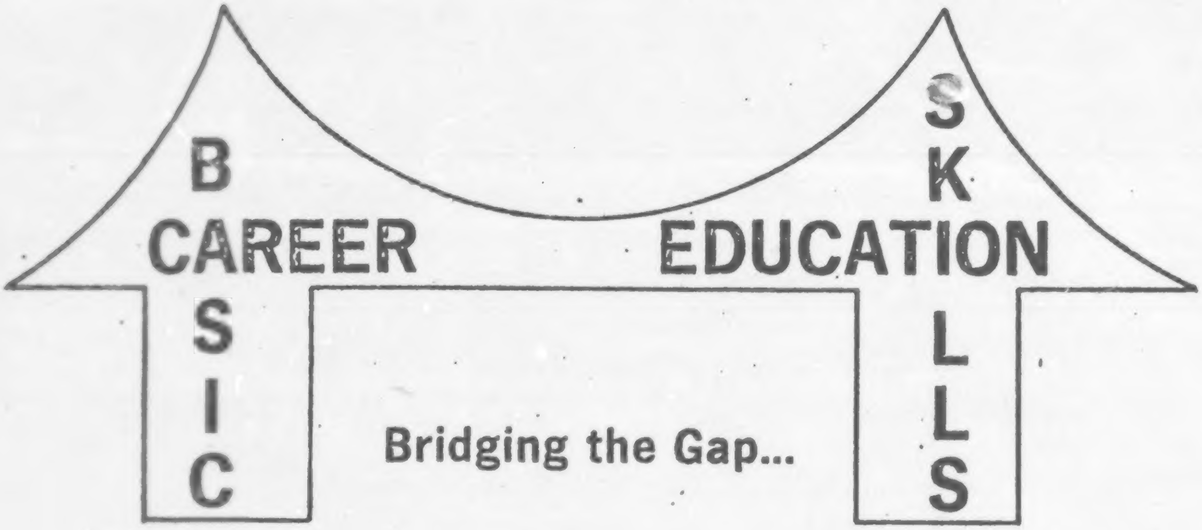
APPENDIX E

CAREER EDUCATION/BASIC SKILLS WORKSHOP AGENDA

8:00	Registration	
8:30	Explanation of the Wisconsin Career Education Consortium Project by Connie Thompson, Project Coordinator	Auditorium
9:15	"Measure Up" and "Students are Workers Too" with Emma Godfrey and Sue Dauberman	Room 204 B
9:45	"Art Unlimited" and "Extra, Extra, Read All About It !" with Nancy Gorchels and Rachel Bailey	Room 201
10:15	Coffee break	Cafeteria
10:30	Review of Beginning Concepts filmstrips (Select one of the five choices)	
	- "Pick a Pattern, Pick a Patch" and "Click"	Room 201
	- "On Rainbow Farm" and "Park Ranger"	Room 202
	- "Stitch and Stuff" and "Bake a Batch of Bread"	Room 203
	- "Say Ah" and "Jet Pilot"	Room 204 A
	- "Follow the Architect's Plan" and "Pets for Sale"	Room 204 B
11:00	"Be a Busy Body" and "That's Life" with Virgene Schroeder and Gary Firestone	Room 202
11:30	"Working Together" and "Money Mysteries" with Christine Dempsey and Pat Bauer	Room 203
12:00	Lunch and interaction with the Developmental Team	Cafeteria
12:45	"Fit as a Fiddle" and "Exploring the Want Ads" with Corlie Blumenfeld, Dorene Peterson, and Jim Trochta	Room 204 A
1:15	Explanation of Career Education Teacher Survey by Dr. Ellen Meister, Project Director	Auditorium
1:30	Question and Answer Session with Developmental Team	Auditorium
1:45	Video tape presentation showing students in Gwen Kingston's class at Mendota School using Career Education/Basic Skills Activities	IMC
2:00	Planning for fall dissemination effort	Auditorium
2:25	Evaluation	Auditorium

The purposes of this workshop are:

- To familiarize teachers with the Career Education/Basic Skills Activities that have been developed by the Wisconsin Career Education Title IV Project.
- To encourage teachers to plan classroom activities which will integrate basic skills in math and language arts with career education concepts.
- To assist teachers in working with their staffs next fall in an effort to increase the integration of career education and basic skills in the classroom.



CAREER EDUCATION/BASIC SKILLS WORKSHOP

Marquette Middle School
June 7, 1976

Title IV Funding, Wisconsin Career Education Consortium Project
Research & Development Department, Madison Public Schools
Douglas S. Ritchie, Superintendent
June, 1976

APPENDIX F

A Summary of the
Evaluation of the Career Education/Basic Skills Workshop
Marquette Middle School
June 7, 1976

1. How would you rate the general organization of this workshop?

(1) 64 Excellent
(2) 5 Good
(3) 0 Satisfactory
(4) 0 Poor

2. Did the workshop provide you with an understanding of the Wisconsin Career Education Consortium Project?

(1) 63 Yes
(2) 5 Somewhat
(3) 1 No

3. How would you rate the value of the small group sessions with project writers?

(1) 42 Excellent
(2) 25 Good
(3) 2 Satisfactory
(4) 0 Poor

4. Did the workshop provide you with sufficient time and opportunities to share ideas with others?

(1) 49 Yes
(2) 19 Somewhat
(3) 1 No

5. To what extent do you agree that career education concepts should be integrated with basic skills?

(1) 47 Strongly agree
(2) 22 Agree
(3) 0 Disagree
(4) 0 Strongly disagree

6. With what frequency do you think your staff will integrate career education concepts with basic skills?

(1) 20 Frequently
(2) 45 Occasionally
(3) 2 Seldom
(4) 0 Not at all
(5) 2 No response

7. How would you rate the overall value of the ten packets of Career Education/Basic Skills Activities?

(1) 49 Excellent
(2) 17 Good
(3) 0 Satisfactory
(4) 0 Poor
(5) 3 No response

8. How would you rate the overall productivity of this workshop?

(1) 57 Very productive
(2) 11 Moderately productive
(3) 0 Slightly productive
(4) 0 Unproductive
(5) 0 No response

(See other side)

9. How would you rate your overall satisfaction with this workshop?

(1) 53 Very satisfied
(2) 15 Satisfied
(3) 0 Dissatisfied
(4) 0 Very dissatisfied
(5) 1 No response

10. How do you plan to share what you have gained from this workshop with your staff next fall?

First staff meeting in the fall?

- During first week inservice
- Allow at least thirty minutes
- Tell about the workshop, present one activity or game and show a Scholastic Beginning Concepts filmstrip
- Acquaint teachers with CE/BS materials and explain where they will be kept

Other staff meetings?

- Use the teacher survey presented at the workshop with all staff members
- Try to have a special meeting for career education only as early in the year as possible
- Suggest use of the materials for specific grade levels, areas or teachers
- Plan additional team, grade level, or staff meetings for sharing
- Supply each teacher with a "Summary of the WCEC Career Education/ Basic Skills Activities."

Inservice programs?

- Plan with principal
- Use resource person provided by R&D Department
- Give staff "hands on" experiences with materials
- Discuss additional ways in which career education concepts can be integrated with basic skills
- Use participants in June 7 workshop as inservice leaders
- Schedule on a Monday afternoon . or half-day inservice

Personal contacts?

- Share with team or grade level teachers
- Work with IMC person
- Talk with other teachers on a one-to-one basis and share personal experiences
- Make sure that all are aware of the materials and understand how to obtain them

APPENDIX G
MADISON PUBLIC SCHOOLS
EXPERIENCE BASED LEARNING

INTRODUCTION

DEFINITION AND FOCUS

Experience based learning (EBL) integrates experiences from a variety of community and employer sites within the existing curriculum. While EBL could be an integral part of any curriculum, this project is intended to focus on establishing increased and expanded learning options in language arts, social studies, math and science at the high school level and to integrate these options into a systematic career guidance approach.

NEED

While some EBL options are already available in the Madison Public Schools, less than one-third of the students participate in these work experience related programs, such as cooperative vocational education and work experience. According to suggested career education guidelines set forth by the United States Office of Education, 100% of the high school seniors should be given an opportunity for some type of career related experience. The Wisconsin Career Education Consortium has recommended that 45% of eligible 12th grade students should be given the opportunity and encouraged to participate in systematic career education experience based models for one or more marking periods.

PURPOSE

Given the difference between the actual and the ideal, it is the intent of this federally funded EBL project to begin bridging the gap between classroom learning and career related experiences, thereby, increasing the quantity and improving the quality of experience based learning. The strategies for implementation will be developed by teachers within each high school to meet individual student needs.

ASSUMPTIONS

The project is based on four major assumptions.

1) Students can benefit from increased career planning options.

2) The academic curriculum can be enhanced by "EBL".

3) Teachers need additional support and resources to develop and implement selected career options.

4) Effective utilization of community resources can benefit students, education, and business. (The term business as used in reference to EBL, includes community, business, labor, government and professional resources.)

Following are four goal statements based on the preceding assumptions, with objectives under each goal.

GOALS

1) INCREASE STUDENT INVOLVEMENT IN CAREER RELATED PROGRAMS.

Objectives

a) Confirm student need for increased resources in career planning.

b) Clarify how students are selected for participation in the various career related learning options.

c) Identify strategies for experimenting with "EBL".

d) Support those students in experiential programs with specialized career counseling.

2) EXPAND STRATEGIES USED TO ACHIEVE RELEVANCY IN THE CURRICULUM.

Objectives

a) Explore underlying assumptions for achieving relevancy in the curriculum.

b) Have educators identify points in the curriculum where career related learning options can be added.

c) Have the business community identify potential resources useful in achieving relevance in curriculum.

d) Use teacher-counselor-coordinator team approach to identify curricular modifications through the use of career related learning options not readily available at the high school level.

3) ASSIST TEACHERS AND COUNSELORS IN PILOTING CAREER RELATED LEARNING OPTIONS IN SELECTED ACADEMIC AREAS.

Objectives

a) Expand the understanding of the concept of EBL as appropriate to the academic curriculum.

b) Explore variety of career related learning options appropriate to the academic curriculum.

c) Involve teachers and counselors in decision making to choose or determine learning options for each discipline.

4) TO FURTHER DEVELOP COLLABORATIVE RELATIONSHIPS BETWEEN BUSINESS AND EDUCATION

Objectives

a) Help business sector expand their understanding of the EBL concept.

b) Involve the business sector in the decision making process regarding the implementation or experimentation with EBL options.

90

COALS (continued)

4) c) Provide business with an opportunity to serve as a resource to enhance student awareness of our economic system.

5) WORK CLOSELY WITH SCHOOL COUNSELORS IN ESTABLISHING A CAREER GUIDANCE SYSTEM.

Objectives

a) Establish a team approach to career guidance, involving counselors, IMC-AV staff, teachers, and other appropriate staff.

b) Coordinate all career guidance resources into a systematic plan.

c) Develop a coordinated plan for student involvement in the career guidance system.

Appendix H

- CAREER PLANNING CHECKLIST FOR STUDENTS -

Answering the following questions will help you in the career planning process. If you respond "yes" or can answer a question completely, proceed to the next question. If your answer is "no", follow the suggestions listed at the right.

1. Are you aware of your personal strengths, weaknesses, and abilities?

___Yes ___No
- ___ See your counselor (Review record)
- ___ Take an interest test such as the OVIS or COPS (Guidance Office)
- ___ Read one or more of the following books: What Color is Your Parachute? (IMC) Born to Win (IMC) Know Your Feelings (IMC) Values Clarification (IMC)
- ___ Observe the sound-slide kits (IMC)
- ___ Conduct a self-directed search (Guidance Office)

2. Can you identify several abilities, talents, or skills that you have already acquired?

_______________ _______________ _______________

3. What subjects do you like best in school? _______________

- ___ Talk to a teacher of a class in which you did well.

4. Do you have an understanding of "WORK"?

Yes	No
___ Why people work	___
___ The kinds of work, paid and unpaid	___
___ The changing role of work	___
___ The vast number of jobs	___
___ The skills required for various jobs	___
___ Future outlook of specific jobs	___

- ___ Talk to your counselor.
- ___ See "The Fascinating World of Work" (Career Awareness Series--IMC).
- ___ Talk with friends and/or family about jobs they've had.
- ___ Consult the Dictionary of Occupational Titles
- ___ Consult the Occupational Outlook Handbook
- ___ Look into the Occupational Pamphlet File (IMC)
- ___ Consult the WISC (IMC)
- ___ Occupational Outlook Handbook in Brief (Job Statistics)

5. How many jobs can you name (approximately)? (The D.O.T. found in the IMC lists over 45,000 jobs.)

- ___ See Vol. II, pp. 217-529 of Dictionary of Occupational Titles for listings of jobs.
- ___ Look up job descriptions in Vol. I. (Arranged alphabetically.)

6. Do you know how to relate your personal strengths, talents, and skills to appropriate jobs?

___Yes ___No
- ___ Talk with counselor
- ___ Fill out the "Personal Occupational Characteristics Survey" and conduct a computer career search (IMC)

(Continued)

___ Look into career materials
___ Encyclopedia of Careers (Guidance
___ Occupational Outlook Handbook (IMC--Guidance)

7. Do you know how to get first-hand information or job-related experience NOW in a career of interest to you?

___Yes ___No
___ Volunteer
  ___ to help in a hospital
  ___ to be a library aide
  ___ to help a veterinarian
  ___ to work with children, etc.
___ Look for a part-time job (Mr. Layman)
___ Look into "Experience-Based Learning" through a class.
___ Talk with a career speaker. (Can be arranged through Guidance)
___ Investigate classes which offer coop., work experience, DECA, etc.
___ Neighborhood Youth Corps
___ Read "Madison Job Scene" (IMC)

8. Do you know how to seek additional information on colleges, technical schools, business schools, job-training programs, financial aid, scholarships, etc.?

___Yes ___No
___ See your counselor.
___ Conduct a computer search (IMC).
___ See the college/technical school bulletins (Guidance 207, 243).
___ Talk with college representatives. (See schedule in room 243.)
___ See the scholarship/financial aid bulletin, (Guidance Offices)
___ Call HELP 263-4567; 1-800-362-8025, for information on U.W. Systems in Wisconsin.
___ Call VTAE Hotline for most recent vocational information in the state; 1-800-472-0024 (enrollment deadlines, closed courses, etc.)
___ See Career Education Directory for description of all vocational programs offered in Wisconsin. (Guidance Office, IMC, LVEC)
___ Private schools. (See WISC in IMC)
___ See Careers in Health (IMC & Guidance)
___ See Guide to College Majors (Guidance Offices)

9. Do you know how to look for and apply for a job, compile a resume, fill out a job application, prepare for a job interview?

___Yes ___No
___ Study the "Madison Job Scene" (A handbook for students).
___ See your counselor
___ Read Job Application File and My Job Interview Guide (In IMC Career Corner).
___ See filmstrips in AV Room when scheduled.
___ See IMC sound slides.

10. Have you made a tentative career plan and know what steps to take to pursue that plan?

___ Make an appointment to see your counselor to discuss your career plans.

APPENDIX I

Counselors Formulate Career Planning Strategies For High School Students

Two years ago, counselors began examining their roles under a Title III project, "Examining and Changing the Role of the Counselor." After identifying district goals and objectives, counselors formed a steering committee and working committees, focusing on Needs Assessment, Public Information, Career Development and Professional Growth to carry out project goals.

The Title III project focused on developing a student needs assessment instrument. Counselors representing the Madison district were involved in two years of planning, assisted by staff consultants from the Department of Public Instruction and the Research and Development Department of Madison Public Schools. Results of the student needs assessment indicated that approximately one-half of the needs identified among tenth and twelfth grade students in each Attendance Area were related in some way to career development. According to Dave Olson, Chairperson of the Title III Career Development Committee, Madison counselors have recognized the need to take a leadership role in identifying and developing career strategies for high school students.

At all four high schools computer programs provide students with occupational and educational information. Some high school counseling departments have experimented with para-professionals (counselor aides) to help students use the computer, organize career days and develop and use career resources.

Counselors at East High School have developed a career planning checklist for students which integrates East's existing career resources to help students make career decisions on a more individualized level. The checklist may suggest the student see his or her counselor, volunteer in a hospital or library, locate a part-time job, conduct a computer search or view a filmstrip.

Memorial High School counselors assessed the total guidance program and career activities available through other departments and developed an overall career planning system integrating all available resources. Some of the strategies used to specifically support career developmental needs in the Memorial Area include developing a career resource center located in the IMC, integration of a tenth grade group guidance program, a career planning checklist and a community resource directory.

An experience based learning program, piloted at West High School, gives interested students an opportunity to visit job sites in the community to observe and explore their career interests. Students have visited stock brokers, attorneys, pharmacists and doctors. A career newsletter for West teachers, now in the planning process, lists current activities relating to career planning.

Next year, LaFollette High School will offer an expanded career decision making mini course staffed by three counselors. LaFollette students also have access to a career resource center.

Through the development of new career strategies, counselors are integrating a variety of career resources, materials and planning options. An effective team approach is being developed with the assistance of the counselor, IMC, AV, personnel and classroom teachers.

APPENDIX J

ASSESSMENT OF CURRICULUM DEVELOPMENT COMPETENCIES

The following are some possible competencies that may be needed by persons involved in developing curriculum. Please add items of your own that you feel are important. Rate the importance of each competency on a 1 (not very important), 2 (moderately important), or 3 (very important) scale.

		Nov. Pre Mean n=14	March Post Mean n=11
1.	Experience in developing learning center materials.	2.3	2.6
2.	Experience in using learning center materials in the classroom.	2.4	2.3
3.	Awareness of the resources that are available to curriculum developers.	2.6	2.7
4.	Ability to identify basic concepts in the various curriculum areas of math, language arts, and career education.	2.7	2.9
5.	Ability to relate basic skills learned in school to situations in the real world.	2.0	2.0
6.	Skill in identifying student needs, interests and goals.	2.7	2.8
7.	Capacity to develop learning activities appropriate for desired learning outcome.	2.7	2.6
8.	Ability to identify appropriate learning activities for a particular age group.	2.4	2.6
9.	Ability to write behavioral or performance objectives.	1.9	1.5
10.	Ability to write valid evaluation items based on objectives.	2.1	1.2
11.	Ability to re-evaluate developed materials after a try-out period.	2.8	2.7
12.	Ability to work with other teachers in designing strategies for instituting curriculum change in the classroom.	2.6	2.5

Competencies which you feel are also necessary:

Pre Time to develop material
Knowledge of what is in their own building
Knowledge of what goes on at various grade levels

APPENDIX K

Career Education/Basic Skills Evaluation

Packet # ________

DIRECTIONS: Read the entire packet first. Then rate it on each of the following items. A "1" would indicate an excellent rating, a "2", an average rating, and a "3", a poor rating. This rating will be one part of selecting the final products for printing, so be honest and thorough in your ratings and comments.

1. Shows adequate development of career education concepts. ____ ____ ____
2. Is free from stereotyping of sex, race, or occupation. ____ ____ ____
3. Includes appropriate and adequate math skills. ____ ____ ____
4. Includes appropriate and adequate language skills. ____ ____ ____
5. Is sufficiently creative or different from materials already available. ____ ____ ____
6. Contains directions that are clear and easy to understand. ____ ____ ____
7. Would be interesting to students. ____ ____ ____

COMMENTS:

Which parts do you think are especially good and should be included in our final printing?

Does the grade level seem appropriate?

What suggestions do you have for changes, additions, or deletions?

APPENDIX L

MADISON PUBLIC SCHOOLS
WISCONSIN CAREER EDUCATION CONSORTIUM
HIGH SCHOOL CONFERENCE
June 21 and 22, 1976
MADISON WEST HIGH SCHOOL IMC

The Future Role of the High School Program in Supporting The Career Planning Needs of Young People

During the next two days you will be participating in a workshop with sixty other Madison educators to develop plans for your school, your department, and yourself as an individual to meet the career planning needs of your students. You will be examining new systems, relevant data, and sharing your thoughts with others from your school, your discipline, and with educators from other disciplines and other schools.

Goals of the conference include:

1. Providing background information on the nature of career planning, and the roles of teachers, counselors, and administrators in meeting career planning needs.
2. Helping key staff become familiar with student needs related to implementing an improved career planning system.
3. Using available data sources to document the need for career planning.
4. Preparing key staff to act as catalysts in the coming year in helping colleagues focus on career planning needs of youth.
5. Preparing action plans for implementing career planning in each high school and in specific disciplines.

Monday, June 21, 1976

8:00 Introduction and Overview
Ellen Meister, Research and Development Department
Madison Public Schools

A Challenge from the Superintendent
Douglas S. Ritchie

Keynote Address: "The Need for and Essence of a Career Planning Model"
Phillip Perrone, Professor of Guidance & Counseling
University of Wisconsin-Madison

Wisconsin Career Education Planning Model (read pages 9-20)
(Identify questions/comments on cards)

10:00 Break

10:15 Small Group Discussion
Structure: Group #1, By high school assignment
Task: Discuss placement of students grades 9-12, within the model.

11:00 Small Group Discussion
Structure: Group #2, Mixed according to disciplines and schools
Task: React to counselors explaining the nature and development of career planning in Madison Public Schools, the counselors' role in career planning, and the cooperative involvement of teachers, administrators, parents, and students. Accept, reject, add to, or modify USOE functions.

11:30-12:30 Lunch

12:30 An Overview of Data Sources (total group)
Ellen Meister, Research and Development
Gary Sisler, Memorial Guidance

12:45 Small Group Discussion
Structure: With any one or two other participants
Task: On sheets provided, substantiate the priorities chosen in your 10:15 group with data provided during the overview of data sources and/or other data sources.

1:15 Keynote Address: "Career Planning Resources for the Academic Classroom - The Wisconsin Occupational Information System"
David Callum, Center for Studies in Vocational-Technical Education
University of Wisconsin-Madison

2:00 Small Group Discussion
Structure: Group #3, By department
Task: Discuss the kinds of relationships that need to be effected intra- and inter-departmentally in order to implement career planning in the discipline areas. Include the cooperative roles of guidance and counseling, IMC-AV, and administration.

Tuesday, June 22, 1976

8:00 Keynote Address: "Planning for the Madison High School of the Future"
Lee Hansen, Director of Research & Development
Madison Public Schools

8:45 Small Group Discussion
Structure: Group #4, Mixed according to disciplines and schools
Task: React to the keynote address by suggesting: (1) strengths in the proposed study on the Future High School, (2) potential problems, and (3) recommendations for improving the design of the study.

9:30 Break

9:45 Administrative Panel

"Reactions, Concerns, and Suggestions of Madison Public Schools Administrators to Career Planning and the Future High School"

10:30 Small Group Discussion (Continuation of Group #3)

Structure: Group #5, According to disciplines across the district

Task: Brainstorm for suggestions on implementing programs to meet the career planning needs of students.

11:30-12:30 Lunch

12:30-2:15 Small Group Planning Sessions

Structure: Group #6, According to schools

Task: Develop a written plan for meeting career planning needs at the high school level. Specify individual responsibilities for carrying out plan. (Who, what, when, target, so what?)

2:15 Reports of written action plans of each group

2:45 Evaluation and Workshop Summary

3:00 Adjournment

Participants at Career Education Workshop-June 21-22

MEMORIAL

Bruce Gregg	Social Studies
David Hoppe	Work & Career Experience
Beth Johnson	Foreign Language
Doug Johnson	Science
LeRoy Lee	Science
Ken Maxwell	Math
Jack Naughton	Counselor
Mark Parish	English
Sharol Parish	Speech-Communication Arts
Hal Rebholz	Administration
Vince Saulino	LVEC
Jim Staudacher	IMC
Carroll Theobald	English
Tom Toftey	English
Gerda Wald	IMC
Frank Zuerner	Science

EAST

Eleanor Bowden	IMC
Ted Callis	Guidance
Frebert Dams	Social Studies
Sharon Glasrud	English
Estelle Goldenberg	Business
Barbara Hamilton	Science
Lula Margetis	Foreign Language
Douglas Mullen	Administrator
Art Nelson	Guidance
John Strother	Administrator
Judy Watson	HERO

CONSULTANTS

*Ellen Meister, R&D
Lee Hansen, R&D
*Gary Sisler, Memorial, Counselor
Dave Callum, WOIS
Phil Perrone, UW-Madison, Guidance & Counseling
*Shirley Jane Kaub, East Social Studies-Foreign Language
*Jim Clark, LaFollette, Guidance

*Planning Committee

LAFOLLETTE

Bernie Bazan	Social Studies
Judy Benning	Art
James Bicket	Math
Jim Clark	Guidance
Sue Flynn	Counselor
Boyd Geer	IMC-AV
James Harlan	Guidance
Robert Herreid	Language Arts
Kathleen Holt	Home Economics
Rose Powers	Distributive Education
Ken Roberts	Math
Jack Schleisman	Administration
Andy Stenklyft	LVEC
Fred Timm	Special Education

WEST

Mark Coronna	Guidance
Bill Ehlert	AV
Bill Keys	English
Milt McPike	Administrator
Bruce Mjaanes	Social Studies
David Singstock	Science
Kathleen Stevens	P.E.
Van Valaskey	Science
Lauren Zabel	Industrial Arts

APPENDIX M

Wisconsin Career Education Consortium Project
Madison Public Schools
High School Conference

June 21-22, 1976

Evaluation by Participants

Reflect upon the statements below and check the number which best indicates your opinion/reaction to each.

1 = very much
2 = much
3 = somewhat
4 = little
5 = very little

		Mean	Var.	S.D.
1.	I have a better understanding of the nature of career planning as a result of this conference.	2.25	.75	.87
2.	I have a better understanding of the role of the classroom teacher in career planning as a result of this conference.	2.64	.76	.87
3.	I have a better understanding of the role of the counselor in career planning as a result of this conference.	2.62	.89	.94
4.	I have a better understanding of the role of the administrator in career planning as a result of this conference.	3.32	1.09	1.04
5.	I have a better understanding of the role of IMC-AV personnel in career planning as a result of this conference.	2.98	.98	.98
6.	I have a better understanding of student needs for career planning as a result of this conference.	2.23	1.05	1.03
7.	I am able to document and support the need for career planning with available data as a result of this conference.	2.36	1.01	1.00
8.	I am willing to act as a catalyst in the coming year in helping colleagues focus on career planning needs of youth.	2.23	.84	.91
9.	I feel prepared to act in this catalyst role as a result of this conference.	2.68	.78	.88
10.	I am satisfied with the action plan prepared during this conference for implementing career planning in my high school.	2.64	.62	.79
11.	I feel more positive toward career planning as a result of this conference.	2.29	.87	.93

		Mean	Var.	S.D.
12.	I plan to implement specific activities with students related to career planning during the coming school year.	1.93	1.02	1.00
13.	I am more aware of resource materials and resource persons to assist me in career planning activities as a result of this conference.	2.47	.82	.90
14.	I believe the "Career Planning Model" will be a useful system for designing career planning activities to meet the needs of my students.	3.15	1.28	1.13
15.	I discovered new strategies for implementing career planning in my discipline as a result of the departmental group discussions.	2.78	1.15	1.07
16.	I believe career planning information should be provided for all students.	1.51	.43	.66
17.	I believe career planning activities should be part of the curriculum of my department.	1.76	.67	.82
18.	I believe career planning activities should be part of the curriculum of all departments.	2.00	.91	.96
19.	I would support curriculum change within my department to expand career planning activities.	1.98	.96	.98
20.	I would be willing to serve on an ongoing committee in my school next year to promote the expansion of career planning activities.	2.39	1.39	1.18

School:	Memorial	14
	LaFollette	12
	West	8
	East	11
	not recorded	2

Additional Comments:

Tuesday's keynote address seemed to be beside the point - served no purpose in any of the other activities. I think as a whole the workshop was very helpful but the word CAREER must be modified or dropped to avoid the connotation of VOCATIONAL. Most of the antagonism to this idea is based on the belief that career = vocation.

Some sort of dynamic, ongoing force should now be applied to make the tree that we planted bear fruit. All levels (particularly administrators) should receive this force. Time should be provided to implement programs.

Additional Comments: (Continued)

Lots of confusion seemed evident in the tasks. The interaction between like disciplines, groups in our specific schools was so worthwhile. I would have appreciated more time for these two groups. The leadership was excellent - very organized although not very flexible at times. Dr. Perrone was excellent; Lee Hansen's prediction was interesting but I'm skeptical; who was the guy who mentioned that most students feel $10,000 salary is great? -- that slayed me in lieu of our base salary! "What is career education"--the breadth of that definition was made clear. Thank you.

I don't think that the presentation on the high school of the future was appropriate to the conference; however, interesting.

In examining the need for future planning, etc., I feel the participants were far too optimistic in their view of the future. For example, statements were made that resources for education will be expanding, human relations are solving problems, etc., will be strongly debated by many futurists. In fact world polarization, restriction of human rights, misuse of resources, stop-gap planning, poverty, hunger, and war is increasing not decreasing. We tend to paint an unrealistic and optimistic view of the future. The facts would question this.

The conference was over-structured, particularly the first day. Would have been worth the postage to send the packet of materials a week before. A bibliography of the futurology books would be nice. Another point, I think it would have been good for the area directors and superintendent to have had greater participation. Somehow it seemed they came to tell us what they were interested in and left.

I knew most of the material. I did, however, learn a great deal about the subjective fears and bias of fellow teachers, interpretation, semantics, threats, etc. It was certainly worthwhile.

I feel there is a very strong need for teacher inservice and more preparation in career education. Many teachers knew very very little about the concepts of career education and its potential.

My evaluation of this workshop does not reflect a negative attitude but rather a belief that I had little movement in my mind in the degree of support I have for career education. This commitment is positive and strong. I was pleased to observe that some people had made some shifts to a position of support for career education.

I for the most part enjoyed the workshop. I enjoyed the small group work.

I felt the presentation on career resources which included WOIS. Many teachers felt that they needed help in this area - particularly if they are going to implement career planning in the classroom.

Keynote addresses were very good, especially Lee Hansen.

I feel that the exchange of ideas - sometimes not about career education - was the most valuable experience in the two days. It was refreshing to hear from administrators who did express perhaps unconsciously that they too are frustrated a great deal in trying to bring direction about in school programs. It was definitely worthwhile.

Additional Comments: (Continued)

I have not checked #12, 15, 17, or 19 because (1) we are in a period of chance in physical education because Title IX, Chapter 89 etc. It is a possibility that career education could be built into our new program - I would be for that.

I do feel that there are certain members of my department that will do all they can to dampen the enthusiasm that may be generated from a conference such as this. Some of them feel that preparing students in basics is all that is needed. Past experience has proven that change does not come easy. I am certain, however, that most of the department will be cooperative.

I am surprised at some of the negative attitudes - how were they chosen? Some of the rather negative answers on this are the result of my feeling very involved already - the answers are not very valid because I don't feel my attitude has been so influenced by this conference - due to previous commitment.

Thanks for the opportunity: Ellen, Gary and Shirley.

David Callum did not feel that the instrument used for career searching was not valid. Maybe it should be used until a better one is instituted. Lee Hansen's comment of the quality of life violates ecological principles. Quite interesting discussions were held in small groups when schools and departments were mixed. Very enjoyable! I learned a lot.

Would have liked to hear more from Dr. Perrone and given less time to WOIS (didn't get that much out of that). Lee Hansen's speech was very stimulating for future trends.

Impressed with the idea that career planning should result in students' feeling they do have some control over their destiny. Concerned that departments need to be aware of what other departments do especially the academic areas being aware of the vocational areas. Supportive attitudes are increasing; there is definite progress.

Long range planning did not seem to fit in the program.

Keynote addresses were informative and interesting but I am not sure I understand how the future high school (Dr. Hansen and area directors) fit into the rest of the conference. I realize that career education is a necessary part of the future but did not feel that they, i.e., Hansen, etc., addressed themselves to this idea. As a whole, I found the conference most beneficial in terms of sharing ideas and planning for next year.

Very well organized, most helpful.

Too many group meetings; speakers ok; Tuesday morning went particularly well; conference was repetitious to me because of past involvement. I became more frustrated about possibilities of implementation after listening to others.

Additional Comments: (Continued)

Most participants had a positive attitude toward this subject and to some extent the enthusiasm was contagious. I feel motivated to be involved to the extent that I am able when school resumes in the fall. One criticism - several of the tasks and forms used to complete them were not clearly explained and there was some frustration in trying to fulfill all the expectations of the conference leaders.

I feel like a lost of time was spent with minimal direction. The confusion was rampant because there was no definition of career. I really felt like Monday was a total waste of my time and Tuesday a.m. was weak. The last discussion group was the first time I began to see some purpose and direction and it was the end of the session. Perhaps I am a lot at fault; however, I feel like there was a lot of wasted time and money involved here.

Career education = "life education" or "everything" is not a useful definition. It is too broad. There's a whole lot of word magic going on here. The model reflects the imprecision of people's use of "career education". It encompasses total life education - which is nice - but it's not career education. The mode is, feasibly, a dreadful piece of writing. It hurts your cause with anyone who is sensitive to language and its relationship to thinking. I'd be happy to try to explain this further if I've failed to be clear or sufficiently explicit.

APPENDIX N

CE NEWS

May 25, 1976
I, 6

EAST HIGH STAFF IN SUMMER PROJECTS

There will be several summer projects in career education involving East High staff. On June 15 the department chairpersons who participated in a planning session last summer will meet for a half-day work session at the Administration Building. Either before or after that meeting, department chairpersons and other department members will work a day or two on the development of career education plans for the individual department.

On June 21 and 22 a conference will be held at West High on "The Future Role of the High School in Supporting the Career Planning Needs of Young People". A beginning will be made in identifying ways and means of forming cooperative counselor/teacher/other teams to support student self assessment, decision making, and career planning needs. Groups of 12 to 15 persons from each high school will participate, including teachers, counselors, IVC-AV staff, and administrators. Participants from East will include Eleanor Bowden, Art Nelson, Ted Callis, Barbara Hamilton, Sharon Glasrud, Verlyn Belisle, Frebert Dams, Lula Margetis, Estelle Goldenberg, Judy Watson, Shirley Jane Kaub, and John Strother or Douglas Mullen.

Several East staff members will also take part in the Business and Society Seminar to be held in June.

HARVEY PROPOSES WOMEN'S CAREER COUNCIL

Dolores Harvey, guidance counselor, has proposed the formation of a Women's Career Council under the leadership of the Guidance Department and Career Education Co-ordinator. Membership will include one faculty member from each department, to act as a liaison person between the Council and the department. Work will generally be on an informal basis, with Council members reacting to plans, reporting to their own departments, and informing the group of departmental projects. Purposes of the Council are two-fold: To plan and evaluate career education activities for women students as a means of increasing their awareness of new and expanded opportunities for advancement in employment for women and to improve school communication regarding specific career education activities planned and carried out by individual departments each semester. The plan has been approved by Mr. Watt, and various staff members have agreed to participate in the Council, under the chairpersonship of Ms. Harvey. Active planning will begin at the start of the fall semester.

CE STUDENT SURVEY ADMINISTERED

A national career education survey was administered last week to ninth-, tenth- and eleventh-grade homerooms. Students were asked to indicate their job choices and college plans. Results will also be used to set up Explorer Scout posts. East was given the opportunity to add some career education questions. Responses will be keypunched, and results returned to East. This will represent a bigger population than the survey done last year in social studies classes and hand-tabulated.

CAREER EDUCATION IN ENGLISH

George Kelly has submitted a letter of intent to the East Area PMS Committee, indicating his intention to find materials for the ninth-grade English classes which would meet two needs identified by the English Department: Career Education, with the development of a systematic approach, and skill development for students behind grade level in basic language arts skills.

Films were shown in the Forum recently on careers in office work, machine tools, finance/insurance/real estate, the health field, and in a seaport.

WANT TO BE A FARRIER?

An interesting and unusual occupation is that of farrier. (Years ago we would perhaps have said "blacksmith" or "horseshoer".) Today the farrier comes to the horse. The hooves are trimmed (service needed about every 7 to 9 weeks), and shoes are replaced if necessary. One of the busiest farriers in Dane County is a woman, who attends many of the show horses. Charges are about $8 for a call, which takes about a half hour. Attractions of the job are flexibility of working hours, brief training period (correspondence course available), and relatively good pay. Disadvantages obvious -- steel-toed shoes a necessity!

RESULTS OF SURVEY TABULATED

Teachers were asked to complete a survey a few weeks ago, indicating whether they included certain job skills in their curriculum and whether they considered such skills appropriate for inclusion at East. Twenty-six teachers out of 55 said that they already include job-seeking information (specific places to get information on job opening). Five teachers said this skill should not be included anywhere. Practice in filling out job applications is included by 18 teachers, but 30 said it should be included. Eighteen teachers include interviewing; seven responded that it is inappropriate for high school. From the results, it is apparent that the number of teachers who think that these job-seeking skills should be included somewhere in the curriculum is larger that the number of those who actually teach them. If the majority of staff members think the skills are important, where should they be included? How can every student be insured exposure? Is it possible to develop a logical skill sequence? In answer to the question of where the skills should be included, many teachers mentioned business, English and social studies (especially Decision Making). Other suggestions were a special mini-course and home room.

SPECIAL MINI-COURSE DEVELOPED

Job-Finding Preparation is a special nine-week business education course which will be offered for the first time next year. The course is designed to help the student analyze job preferences, learn sources of job leads, and plan a job-finding campaign. Discussion of job preference includes specialization (combining foreign languages, journalism, science, etc. with secretarial skills) and type of organization preferred. Each student will prepare a resumé, an application letter, and a follow-up letter. Objectives of the interview, what to take to the interview, and getting a good job start are all part of this vital nine-week course.

WE/CEP MAY BE OFFERED AT EAST

An exciting new opportunity for East High students in work experience may be opened up this fall. LVEC Audrey Lehman is working on developing the Work Experience/Career Education Program, already implemented in the neighboring states of Minnesota and Illinois. The intention of the program is to provide an alternative educational concept for students identified as underachieving, possessing a low self-concept, poor attenders, and low in basic skills. Students in the program meet with the math and science teacher daily, and spend an hour of class time with the program coordinator, for which they receive social studies credit. This classroom instruction might include human relations, school adjustments, job-seeking skills, personal habits, consumer education, career planing. Following the morning schedule, the students are released from school to attend work. While this program is somewhat similar to the co-op program, it is designed for ninth and tenth graders and does not stress training in specific employable skills. Its expressed purpose is to bring about a favorable change in behavior and attitude to school.

HAVE A HAPPY SUMMER, WHETHER WORKING,

STUDYING, OR RELAXING!

Shirley Jane Kaub
Career Education Co-ordinator

CAREER EDUCATION ACTIVITIES AT EAST HIGH
School Year 1975-76

I. Specific Career Education Materials

Establishment of Career Corner in IMC for print, AV materials
Faculty Directory, occupations, avocations
Where to Find Career Information at East High
Career Planning Checklist
Looking for a Job? (listing of businesses employing seniors)
Selection of PMS materials on basis of faculty survey

II. Career Education Activities for Students

Senior Career Days (September 17, 18, 19)
Science students in Agriculture and Life Sciences Careers Conference (Sept. 25)
Science students at UW for Health Careers (November 24)
Mini-Health Conference (Tuesday-Friday, May 11-14)
Computer terminal WOIS and counselor aide (Title IV) (*Computer service supported by department chairpersons' vote to fund it in 1977 budget)
DECA-sponsored career sessions on Hotel Management, Advertising, Fashion Merchandising (February 11)
Class and Club Activities: (all students invited) Career in Accounting-Office Education Club (March 31); Architecture as a Career-Housing and Interior Design class (March 12); Legal Stenography; Office Education Club
Films in AV room: Your Job--Finding the Right One, Choosing a Job, Your Job--Applying for It (March 11)
Films in Forum on office worker, machinist, finance/insurance/real estate, seaport, health field (April 27)

III. Implications for Career Education in School Program

Title III activities in VIP's, Mini-courses for Unscheduled Time
Impact in Walkabout, community service courses
Work experience program: questionnaire involving career education concepts resource speaker
Development of mini-course in Job-Finding Preparation
(See departmental progress sheet)

IV. Information Gathering

Survey of teachers on job-finding information
Survey of students on career interests
Senior Survey

V. Staff and Public Information

Stories in Parent Newsletters: Sept., Nov., Jan., March, April
Career Education News: Sept. 9, Oct. 8, Dec. 4, Feb. 25, April 13, May 25
"Job Hunting Do's and Don't's" in Tower Times (March 25)
Rating sheet for social studies teachers
Establishment of Women's Career Council
CELT meetings sponsored by East (October 15, April 21)

APPENDIX U

Department of Research & Development
MADISON PUBLIC SCHOOLS
May 25, 1976

MEMORANDUM

TO: Coordinating Council

FROM: Ellen Meister and Lee Hansen

SUBJECT: Progress Report on Career Education

1.0 Funding Highlights

1.1 USOE - Title IV

1.11 WCEC ($48,000)
Includes 1.75 positions, plus $15,000 extended employment

1.12 Goals focus on high school change, experience based learning, and disseminating career exploration simulations 6-8, and basic skill materials K-5.

1.2 U.S. Department of Labor - WOIS

1.21 Madison Public Schools to continue general pilot of WOIS

1.22 Madison Public Schools to access WOIS project directly in one school via contract with MACC

1.23 Related VEA-G&C proposal to support WOIS inservice model and related computer service ($12,300). Approximate 50% reimbursement expected.

1.3 Guidance and Counseling

1.31 Title IV Part B ($19,450) for high school counselor/career resource center aides and guidance and counseling leadership activities

1.32 VEA-G&C proposals (approximate 50% reimbursement on total of $78,280)

-- Career exploration and planning ($28,000)
-- Career guidance system ($9980)
-- Counselor role in developing collaborative relationships with business ($18,000)
-- WOIS inservice model ($12,300)
-- Male/female attitudes toward career roles ($10,000)

1.4 LEA funding

1.41 1977 budget requests

- -- Career development ($44,450)
- -- Guidance and counseling ($14,350)
- -- Business and education relationships ($18,300)

1.5 Other funding sources

1.51 Chamber of Commerce $1000; plus taking first steps to establish foundation for funding BECC projects

1.52 Local businesspeople 200 hours staff development participation

1.53 Joint Council on Economic Education (Wisconsin) funding of UW-Milwaukee staff member to be resource person to Business and Society Seminar

1.54 Rotary Club support; 75 luncheons plus 225 hours staff development participation

2.0 Curriculum Development Highlights

2.1 Alliance products:
Three career exploration simulations field tested, five pilot tested, and two incrementally reviewed. Career planning system pilot tested in middle schools and incrementally reviewed in high schools.

2.2 Counselor involvement with academic departments in development of career planning (guidance) system in each high school. Curriculum units in planning stages this summer, with testing scheduled for 1976-77.

2.3 K-5 basic skills/career education curriculum models (eight) ready for dissemination at June 7 conference for 80 staff (2 or more staff from each elementary school).

2.4 Interviews summarized with key academic department chairpersons on future relationships of subject area to students' career planning needs.

2.5 Administrative involvement: R & D task force working with career education/basic skills K-5 project; middle school principals supporting Alliance products; fifteen 6-12 principals to participate in Title IX workshop.

3.0 Staff Development Highlights

3.1 Over 600 teachers have had an inservice contact with the Madison business community in the last 2½ years.

3.2 Over 60 different businesses have contributed directly to the overall staff development effort in career education.

3.3 Staff development is a priority of the BECC.

3.4 Guidance and counseling staff development-leadership development; over 60% of the counselors are directly involved in identifiable leadership roles such as committee chairpersons, liaison contact person, ad hoc function assignment, etc.

3.5 Rotary Club participation and publicity.

3.6 Administrative staff development experiences continue for approximately 25% staff.

4.0 Research and Evaluation Highlights

4.1 Guidance and counseling student needs assessment complete and data disseminated.

4.2 Other guidance and counseling instruments in data collection stage.

4.3 Career education assessment/evaluation kit on schedule; all instruments therein have had feedback from 7 WCEC members.

4.4 WCEC project evaluation covers K-5 staff use of career education teaching strategies; grade 6 staff and high school department chairpersons response to importance and use of career education related strategies; we also have student outcome data for grades 3, 6, and 9; and counselor feedback on their role in working with staff and students.

5.0 1976-77 Priorities

5.1 Funding

5.2 Business and education communication

5.3 Basic skills and career education

5.4 Continue thrust toward curriculum development and implementation

5.5 Economic education

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

OREGON, WISCONSIN

FINAL PERFORMANCE REPORT FROM THE OREGON CONSOLIDATED SCHOOLS

A MEMBER OF WISCONSIN'S K-12 CAREER EDUCATION CONSORTIUM

Major Activities Related to Local Objectives

a. Objective one reads, "To develop an educational career thrust by project staff assuring 100% pupil awareness of job opportunities and/or availability before terminating attendance in the Oregon Senior High".

1. Responses to selected Senior Survey questions are noted as follows:

   (a) School provided adequate career counseling - 66% (This was 7% higher than total consortium response).

   (b) Usefulness of High School counselors - 77% (This was 7% higher than total consortium response).

   (c) School prepared me to find a job - 42% (This was 5% higher than total consortium response).

   (d) Visits to job sites - 56% (This was 6% higher than total consortium response).

2. 73% of the senior students used the GIS (Guidance Informational Systems) computer program one or more times during the past two years.

3. All senior students participated in the Career Education Planning Program. This program consists of three elements:

   (a) A portable library of approximately five hundred 4 to 8 page occupational booklets describing in detail the most common occupations in the United States.

   (b) Three general career books distributed to all Juniors and Seniors in the Oregon High School.

   (c) A personalized career exploration and analysis. The analysis explores a student's interests, abilities and values which are then related to 24 career clusters with a list of specific occupations for which he/she appears best suited.

4. The Employment Readiness Scale (ERS), developed by Anthony M. Alfano, measures attitude toward work. The instrument contains 43 statements of feelings about work which the respondent rates on a 1 (This is not true for me at all) to 4 (This is true for me all the time) scale. The ERS was administered in May, 1976 to three different groups of students in the Oregon High School.

   (a) A group of potential drop-outs receiving special career education attention.

   (b) Seniors not pursuing further education.

   (c) A sample of juniors.

Results are presented in Table I. (See addendum)

b. Objective two reads, "The project staff will begin the development of a plan designed to involve a minimum of 50% of district parents in a project directed career activity".

1. The Career Activities Survey (See addendum) indicates that 49% of the elementary staff had at least 3-5 parents involved in classroom career related activities during the second semester. This probably means an involvement of 6-10 times for the full year.

2. Approximately 350 parents responded and are listed in the revised Community Resource Guide with an unknown number of additional parents represented in the Business, Teacher, and Guest Speaker sections.

3. The Parent Survey (See addendum) shows, in question 7, that we had 15% direct participation.

*Conclusion would have to be that we do not know exact percentage of total parents involved. We know that we have made an excellent thrust in this area and we expect the use of the Community Resource Guide will cause a considerable increase in parent involvement during this next year.

Incremental Improvement

In line with the third consortium-wide objective concerning incremental improvement, the Oregon Consolidated Schools agreed to move from the third category to the fifth category as measured by the criteria defined in Appendix R of the original proposal.

This school district has determined that it has met the following criteria for attaining category five.

Criteria	Documentation
1. From 50% to 75% participation by elementary school teachers in conducting at least 5 career education activities in the classroom	1. Career Education Activities Survey (See addendum) - Item #6 as an example, shows 75% teacher involvement
2-3. From 25% to 75% of middle-junior high and senior high school teachers engaging in 5 or more career education activities in the classroom	2. Though the statistical data does not completely support involvement to the indicated level, we believe that this criteria has been reached and likely surpassed. When this data was shared with junior-middle school and senior high staff they reacted with considerable disbelief and indicated that perhaps there was a misinterpretation of the survey form. Actually there is evidence that the staff increased career activities from 12 to 25 percent.
4. From 50% of elementary classrooms utilizing at least one community resource person to 50% of elementary classrooms utilizing com-	4. Career Education Activities Survey (See addendum), Item #3, shows 56% of elementary staff having two or

munity resource persons twice or more.	more outside speakers - 21% used 3-5 or more outside speakers. Item #2 indicates that elementary staff used parents in the classroom two or more times.
5. From 25% of middle or junior high school classrooms utilizing at least one community resource person to 50% of middle or junior high classrooms utilizing community resource persons twice or more.	5. Teacher Survey (See addendum), Item #30, shows 83% of teachers using two or more parents in the classroom.
6. From 50% of middle or junior high students involved in at least one hands-on exploration project to 75% middle or junior high students involved in 2 or more hands-on career exploration projects.	6. Teacher Survey (See addendum), Items 14 and 27, show 59% and 71% respectively dealing with projects and activities in career education. In addition to teacher reporting, students are heavily involved in GIS (Guidance Informational Service), and the Career Education Planning Program plus many other hands-on activities originating out of the guidance offices.

(Section C)

1. Participation of community persons two or more times in at least 50% of senior high classrooms.	1. See #5 above - Teacher Survey data
2. Career education activities, in collaboration with teachers and counselors which involve at least 50% of the parents of children in the school system.	2. See Major Activities - objective two
3. Involvement in career education activities in the home by at least 75% of the parents of children in the school system.	3. Parent Survey (See addendum), Item #4, indicates 94% have engaged in various exploratory projects to explore occupations and test interests. Item #2, 98% of the parents surveyed indicated they have discussed their child's interests, skills and needs. Item #3, 81% have confirmed relating their child's interests, abilities, needs and values to occupational opportunities.
4. Evidence of the effectiveness of career education at the middle or junior high school level.	4. During the 1975-'76 school year junior high students participated in 32 mini-course offerings which ranged from "Introduction to Home Decorating" to "Small Metal Project Construction". In the establishment of a set of revised Goals and Outcomes for junior high students (See addendum), students indicated that "exposure to topics of vocational and

			avocational interest" ranked highest in priority over six other broadly stated goals.
5.	One or more semester projects of simulated or actual work experience for at least 45% of seniors.	5.	School records show the following senior involvement in actual or simulated work experience. Distributive Education II - 19 seniors Clerical Practice - 13 " Office Practice - 10 " Agri-business - 8 " Vocational Drop-out prevention program - 11 " Others directly employed in school community - 57 " Total 117 *This represents 57% of total class of 205 seniors
6.	Systematic career decision making activities, through individual and/or group counseling, for a least 80% of senior high students.	6.	Counselor Survey (See addendum) indicates that counselors spoke to more than 20 classrooms regarding career choice. Also indicates that each of the counselors conducted at least 5-7 sessions for students regarding career choices (Other counselor activities see Major Activities - Objective one)
7.	A coordination of career education activities for the school system.	7.	The Assistant Superintendent is the career education coordinator and consortium representative. Our LVEC and Director of Guidance as well as a K-12 Career Education Advisory Committee are also critical to program coordination.
8.	Job and/or placement services which are available to all students who leave school.	8.	This has been a difficult goal for Oregon to meet due to the reluctance of the Wisconsin Employment Service to become involved. We do presently have a tentative promise for weekly contact beginning September, 1976. Our guidance and vocational staff does, however, offer many services in this area.

Project Participation

See completed Participant Summary report.

Evaluation

a-b. (See Major Activities section for local evaluation of each of the objectives.

c. Other evaluation activities

1. Career Education Workshop Evaluations (See addendum)

Addendum

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/ Negro	Caucasian/ White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)	-	-	2	1509	-	1511	32	45	51	803	708
Middle/Jr. High (7-9)	-	-	3	656	-	659	21	20	21	362	297
Senior High (10-12)	-	-	2	638	-	640	17	25	36	312	328
2-Year College											
4-Year College											
Adults (non-matriculated)											
Sub-total:			7	2803		2810	70	90	108	1477	1333
Educational Personnel:											
Teachers	-	-	-	137	-	137				46	91
Counselors	-	-	-	3	-	3				2	1
Administrators	-	-	-	8		8				8	-
Members of the Business/ Labor/Industry Community:	-	-	-	40	-	40					
Parents:	-	-	-	300	-	300					
Other (specify): ______											
Total:	-	-	7	3291	-	3298					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

OREGON (Wis.)

a. Games and Simulation - 100% of the workshop participants rated the workshop as "very helpful" or "moderately helpful".

b. Resource Guide Update - 80% of the workshop participants rated the workshop as "very helpful" or "moderately helpful".

2. Piers - Harris Children's Self Concept Scale

Piers-Harris Children's Self Concept Scale

The Piers-Harris measures children's attitudes toward self. The instrument contains 80 declarative statements about self such as "I am a happy person" to which children respond either "Yes" or "No". The Piers Harris was administered in May, 1976 to 168 third graders in 7 classes in an attempt to measure the effect of classroom career education activities designed to promote self-awareness and esteem.

The mean score of the group was 55.78 which places it at the 57th percentile in the national norms for children in grades 4 through 12. Scores for the various classes differed considerably, ranging from 67.95 (89th percentile) to 48.20 (36th percentile). However, the mean scores of five of the seven classes were above the median (50th percentile) of the national normative sample. A sixth class mean fell at the 46th percentile. It is difficult to explain the particularly low scores in the one classroom as all the third grade teachers have been rather heavily involved in career education and there are no readily apparent differences in the students comprising the classes. On the whole, results indicate that the third graders in Oregon do have a healthy self-concept which can serve as a good foundation for future career development.

3. Self Observation Scale (See addendum)

Self Observation Scales

The Self Observation Scales - Primary Level, providing information on four discussions of children's self-concept, was used to measure the effect of primary level career education activities designed to build students' self-concept. The instrument was administered in May, 1976 to 75 first graders in three classes and 72 second graders in three classes. Results for the group of 147 students are presented on the following pages.

The group average score was higher than the national average on three of the four dimensions. The group average was at approximately the 60th percentile for self acceptance, social maturity, and self security. School affiliation for the group was at the national average. While it is difficult to attribute results directly or solely to the career education activities occuring in the Oregon classrooms, the students as a group do view themselves more positively than the average child in the nation.

Anticipated Changes and/or Problems

Now that funding is assured for the phase two of our consortium efforts, Oregon's major problem can be solved. We felt the need for a part-time project director - this need will be met.

Our major objectives for next year concern themselves with revision of our four year old Career Education resource guide. Plans are underway for staff committees to begin work on this major revision and updating in October, 1976.

Dissemination Activities

a. Assistant Superintendent was "kick-off" speaker for CESA 19 (Milwaukee Area) Career Education workshop. He also served as discussion leader for two elementary sectionals of approximately 100 teachers and administrators.

b. Kindergarten and sixth grade teacher directed an elementary workshop in Career Education at Platteville Public Schools and Orfordville Public Schools.

c. LVEC and Director of Guidance worked with Columbus and McFarland public schools as workshop leaders.

d. Community Resource Guide, K-12 Career Resource Guide and Primary Career Card File have been supplied to 108 persons and/or schools representing 33 states and 2 foreign countries.

e. Oregon - Madison jointly sponsored a regional dissemination conference dealing with assessment of Career Education programs and practices.

f. Selected members of the Oregon staff hosted information sessions for personnel from Stoughton, Germantown, and Middleton. These sessions were designed to help these school systems prepare for future Career Education implementation.

g. Have available for distribution a revised Community Resource Guide and a newly developed Career Games and Simulation guide.

Special Activities

All handicapped children are included as a part of our K-12 Career Education program. Special emphasis is placed on work-study and co-op programs for potential drop-out and otherwise handicapped students. We have successfully placed 100% of these students in credit given work-study programs.

RESULTS OF THE EMPLOYMENT READINESS SCALE

TABLE I

Group	N	Mean Score[a]
Potential dropouts	10	154.5
Seniors not pursuing further education	64	151.2
Juniors	55	153.3

[a] Possible score range is 43 to 172

The potential dropouts receiving special career education attention possessed the most positive attitude toward work. However, the mean score of the potential dropouts was not sifnificantly different from that of the sample of seniors not pursuing further education. All three groups obtained attitude scores higher than the mean score of 150.67 obtained by a group of 95 currently employed persons tested by Mr. Alfano. This suggests that the Oregon High School students do have the positive attitude toward work necessary to secure and succeed in regular employment, and this readiness is probably due at least in part to the school system's efforts in career education.

Addendum

Elementary Form
Form 5

WCEC

Career Education Activities Survey

No. of Respondents = 62

The purpose of this survey is to provide a measure of the kind and frequency of career education activities occurring in the school district's classrooms. Please indicate the frequency of occurrence of each activity in your classroom by placing a (✓) in the appropriate box.

During the past semester, how frequently did your class as a whole - - -

Number of Times Activity Occurred in Your Classroom

	Never (1)	1-2 (2)	3-5 (3)	6-10 (4)	11-20 (5)	21 or More (6)
1. participate in preparing materials for bulletin boards, interest centers, or other displays about work or people at work?	16	34	24	10	2	3%
2. listen to parents discuss their jobs or careers?	31	32	13	16	2	
3. listen to outside speakers (other than parents) explain their jobs or careers?	32	35	8	5	8	
4. go on field trips to learn about jobs and the places where people work?	39	37	11	3		
5. examine tools, machinery, or other objects connected with work?	13	44	26	6	–	2%
6. watch films, filmstrips, or slides about work or people at work?	15	11	34	16	8	8%
7. listen to records or tapes about work or people at work?	21	23	24	13	8	2%
8. read printed materials on careers or work?	18	16	24	18	8	7%
9. write about careers and work?	26	40	21	3	-	
10. discuss jobs and the places in which people work?	5	16	23	24	3	3%
11. play games or engage in other similar activities (e.g. role playing and simulation) to learn about careers?	8	37	32	8	3	2%

(over please)

Responses are in percents

12. What grade level(s) do you teach?

(1) 7 K
(2) 13 1
(3) 13 2
(4) 14 3
(5) 16 4
(6) 21 5
(7) 14 6
(8) 1 7
(9) 1 8

13. How many years of teaching experience do you have?

(1) 11 1 year or less

(2) 24 2-5

(3) 39 6-10

(4) 8 11-20

(5) 18 21 years or more

14. Your school system:

(1) ____ Eau Claire, (2) ____ Kimberly, (3) ____ Madison, (4) ✓ Oregon,

(5) ____ Shawano, (6) ____ Sheboygan, (7) ____ Watertown

Thank you for responding. Please return to:

Orville Nelson, CVTAE
226 Applied Arts
UW-Stout
Menomonie, WI 54751

Parent Survey

Your child's school is conducting a survey on parent involvement in career education. The items in this survey reflect areas that educators feel are important. The school will try to meet your child's needs and encourages you to be aware of ways you might help at home and in the classroom.

Please answer each of the following questions as honestly and accurately as you can, and return the questionnaire to school at your earliest convenience. If you have more than one school-age child, please respond to the survey for the particular child who brought this home.

Child's Name (optional) ______________________________

Child's Sex ______________ Child's Grade ______________

Child's School ______________________________

Parents' Occupations ______________ ______________

1. Have you discussed different kinds of occupations and varieties of work opportunities with your child?

   (1) 67 Yes, at least several times

   (2) 26 Yes, once or twice

   (3) 6 No

2. Have you discussed your child's interests, abilities, skills, and needs with him or her?

   (1) 74 Yes, at least several times

   (2) 24 Yes, once or twice

   (3) 2 No

3. Have you helped your child relate his or her interests, abilities, needs, and values to occupational opportunities?

   (1) 56 Yes, at least several times

   (2) 25 Yes, once or twice

   (3) 19 No

4. Have you encouraged your son or daughter to engage in various tasks around the house and yard which will help him or her explore occupations and test his or her interests?

   (1) 78 Yes, at least several times

   (2) 16 Yes, once or twice

   (3) 6 No

(over please)

5. Have you taken your child to your place of employment to show him or her what kind of work you do?

   (1) 66 Yes, at least several times

   (2) 26 Yes, once or twice

   (3) 17 No

6. Have you taken your son or daughter to places of employment for jobs in which he or she has expressed an interest in order to learn about the activities and requirements of those jobs?

   (1) 17 Yes, at least several times

   (2) 20 Yes, once or twice

   (3) 62 No

7. Have you served as a career education resource person in a classroom or on a school committee for career education?

   (1) 7 Yes, at least several times

   (2) 9 Yes, once or twice

   (3) 84 No

If your child is in the fourth grade or above:

8. Have you talked with your child about how career choices may affect future life styles?

   (1) 46 Yes, at least several times

   (2) 27 Yes, once or twice

   (3) 26 No

   NR 2

If your child is in the seventh grade or above:

9. Have you encouraged your son or daughter to assume responsibility for his or her career planning?

   (1) 24 Yes, at least several times

   (2) 14 Yes, once or twice

   (3) 10 No

   NR - 53

10. Have you encouraged your son or daughter to be flexible and adaptable in his or her career plans so that he or she will be able to adjust to changes in the job market?

    (1) 26 Yes, at least several times

    (2) 25 Yes, once or twice

    (3) 22 No

    NR 27

Thank you for responding.

Please return this survey to school with your child at your earliest convenience.

3rd Party Evaluation
3/24/76 Form 6

WCEC Career
Education Project

Teacher Survey: Middle and High School

Directions: Please complete the items listed below. On most you can check or circle your response. The information collected will be summarized and used to evaluate the Wisconsin Career Education Consortium Project. This information will not be used to evaluate your teaching.

1. School System: ____(1) Eau Claire, ____(2) Kimberly, ____(3) Madison,

   ____(4) Oregon, ____(5) Shawano, ____(6) Sheboygan, ____(7) Watertown

2. What grade levels do you teach? (Check all that apply)

   ____(1) 6-8, ____(2) 7-9, ____(3) 10, ____(4) 11, ____(5) 12

3. What subject(s) do you teach: (Check all that apply)

   ____(1) Art
   ____(2) English
   ____(3) Foreign Language
   ____(4) Home Economics as General Education
   ____(5) Industrial Arts as General Education
   ____(6) Mathematics
   ____(7) Music
   ____(8) Physical Education
   ____(9) Science
   ____(10) Social Studies
   ____(11) Special Education
   ____(12) Vocational Education
   ____(13) Other (please specify)

   ____

4. How many years teaching experience do you have?

   ____(1) This is my first year
   ____(2) 2-5 years
   ____(3) 6-10 years
   ____(4) 11-20 years
   ____(5) 21 years or more

Over please

5-31. Listed below are several activities and methods for presenting Career Education information and concepts to your students. Please indicate the extent to which you used each this year in Column A. Responses range from "Never" (1) to 5 or more times during this year (5). In Column B, mark whether your use of the activity increased (3), stayed the same (2), or decreased (1) this year as contrasted to your activities and methods last year. Please estimate this. If you were not teaching last year, leave Column B Blank.

	Activity/Method for Presenting Career Education Information	Column A Extent of Present Use					Column B Change in Use from 1974-75		
		Never ▼		3 Times ▼		5 or More ▼	Decreased	Same	Increased
		1	2	3	4	5	1	2	3
5.	Field trips	1	2	3	4	5	1	2	3
6.	Visitors or speakers on careers	1	2	3	4	5	1	2	3
7.	A-V media (Slides, films, etc.) on awareness of self and careers	1	2	3	4	5	1	2	3
8.	Special written materials (brochures, articles, etc.) for Career Education	1	2	3	4	5	1	2	3
9.	Group counseling	1	2	3	4	5	1	2	3
10.	Individual counseling	1	2	3	4	5	1	2	3
11.	Peer counseling (students counsel students)	1	2	3	4	5	1	2	3
12.	Themes, papers or term papers on career education topics	1	2	3	4	5	1	2	3
13.	Educational TV	1	2	3	4	5	1	2	3
14.	Projects on careers and career choice	1	2	3	4	5	1	2	3

Please go on to the next page

		Column A					Column B		
		Extent of Present Use					Change in Use from 1974-75		
	Activity/Method for Presenting Career Education Information	Never ▼		3 Times ▼		5 or More ▼	Decreased	Same	Increased
		1	2	3	4	5	1	2	3
15.	Displays on career education	1	2	3	4	5	1	2	3
16.	Games (Career Education)	1	2	3	4	5	1	2	3
17.	Educational Fairs on Careers	1	2	3	4	5	1	2	3
18.	Role playing jobs	1	2	3	4	5	1	2	3
19.	Simulated work situations (class runs a business, etc.)	1	2	3	4	5	1	2	3
20.	Relating language arts to Career Education concepts.	1	2	3	4	5	1	2	3
21.	Relating math skills to various occupations	1	2	3	4	5	1	2	3
22.	Relating science and health to various occupations	1	2	3	4	5	1	2	3
23.	Relating social studies to various skills needed in an occupation	1	2	3	4	5	1	2	3
24.	Relating the arts to occupations and leisure activities	1	2	3	4	5	1	2	3
25.	Presenting activities to help all of my students identify their interests and skills	1	2	3	4	5	1	2	3

Over Please

Activity/Method for Presenting Career Education Information	Column A Extent of Present Use					Column B Change in Use from 1974-75		
	Never ▼		3 Times ▼		5 or More ▼	Decreased	Same	Increased
	1	2	3	4	5	1	2	3
26. Interviews, surveys, etc. to help the students become aware of the variety of occupations in their local community	1	2	3	4	5	1	2	3
27. Activities to start my students thinking about making a career decision	1	2	3	4	5	1	2	3
28. Discussed jobs related to topics or units presented in class	1	2	3	4	5	1	2	3
29. Encouraged students to think about selecting a career	1	2	3	4	5	1	2	3
30. Involved parents in career education activities	1	2	3	4	5	1	2	3
31. Involved persons from business and industry in our area to help improve my courses	1	2	3	4	5	1	2	3

32. Other:

Thank you. Please return to: Orville Nelson, CVTAE
226 Applied Arts Bldg.
UW - Stout
Menomonie, WI. 54751

Addendum

GOALS
and
STUDENT OUTCOMES
for
OREGON JUNIOR HIGH STUDENTS

(revised)

June 1, 1976

Goals

Students leaving Oregon Junior High School have had the opportunity to meet the following goals. More importantly, however, the opportunities are not goal specific, that is, the goals are not ends in themselves. They are instead means to accomplish an ultimate outcome. The ultimate outcome of the opportunities provided in the Junior High School is anticipated in the adult life of the students. In this context, therefore, the opportunities need to be practical - they need to be related to their eventual use - they need to be directed beyond the goals themselves.

I. Mastery and application of the basic skills in communication and mathematics.

II. Ability to make decisions, solve problems and think critically.

III. Development of a positive self-concept, awareness of personal abilities and uniqueness, respect for the rights and property of others, leading toward good citizenship.

IV. Competence in study techniques and research skills.

V. Teacher-fostered appreciation for the opportunities provided in school.

VI. Exposure to topics of vocational and avocational interest.

VII. Awareness of concerns related to man's environment.

Student Outcomes

Each goal is described by a set of student outcomes. These outcomes are stated in broad terms that are observable in the behavior of students. As such the outcomes represent the accumulation of many specific classroom activities. The objectives of the classroom activities (not included here) are another, more specific, level of description of the goals. Neither the outcomes nor the objectives are standards that are held for all students. Each student is assessed according to his ability to attain a particular outcome or objective.

I. Mastery and application of the basic skills in communication and mathematics

Oral and written communication are demonstrated adequately.

Mastery of the computation skills using whole numbers, decimals and fractions is obtained.

Oral and written comprehensions are observed at functional levels.

Practical applications of mathematics are obtained in linear and volume measurement as well as the use of proportion and perspective.

II. Ability to make decisions, solve problems and think critically

Development of the ability to find and critically evaluate information is attained. The emphasis is on the process of finding and evaluating rather than on the information acquired.

- The abilities to formulate questions and hypothesis and to make generalizations are developed.

Application of the skills of collecting and critically evaluating information is made to solving problems and making independent decisions.

III. Development of a positive self-concept, awareness of personal abilities and uniqueness, respect for the rights and property of others, leading toward good citizenship.

A realistic awareness of the student's abilities and uniqueness is developed.

An Acceptance of others is obtained despite differences in abilities, values, social background and appearance.

Cooperation and compromise are observed in the student's usual behavior without extremes of conformity or rebellion.

Accepting responsibility for one's own actions is demonstrated by making choices in social interactions and accepting the consequences of those choices.

Students respect the rights and property of others in addition to those of their own.

IV. Competence in study techniques and research skills

Classroom and IMC materials are used effectively in completing assignments.

Non-book resources, e.g. people, televison, places, are recognized as valuable sources of information.

Following directions, completing assignments on time, studying for tests and using results of tests are a part of the student's usual learning style.

There is productive use of self-motivational study areas such as the IMC, and study hall during free time, rather than disruptive activity in these areas or roaming the halls.

V. Teacher-fostered appreciation for the opportunities provided in school

Student-teacher relationships are mutually respectful.

An atmosphere exists that involves both teacher and student motivation and encourages continued learning.

VI. Exposure to topics of vocational and avocational interest

Self-expression is observed through the completion of a variety of projects.

The skills of coordination and craftsmanship are obtained through the completion of projects.

Good design is learned using appropriate materials and sound construction in the completion of projects.

Information is obtained about the world of work, the student's relationship to that world and the process of career planning.

The ability to solve equations and word problems is obtained.

Geometric concepts of angles, area and volume are learned.

Physical fitness is attained through participation in a variety of sports activities.

Good sportsmanship is developed through experience in activities that involve students as members of teams.

Knowledge of the functions of government is learned with an emphasis on how they affect people's daily lives and how government can be changed.

Responsibility is obtained for organizing, researching and planning projects.

Proper handling, care and safe working habits are developed with respect to tools, equipment, machines and laboratory apparatus.

VII. Awareness of concerns related to the environment

Knowledge of the interaction between human beings and their environment is attained.

Basic scientific information is obtained in the following topics: interrelationships among living things as well as the interrelationships between living and non-living things, complexity of the structure of living things, and change as a continual process in nature.

Addendum

Form 8
3rd Party Evaluation
3/11/76

WCEC Career
Education Project

Counselor Survey

Directions: Please complete the items listed below. On most you can check or circle your response. The information collected will be summarized and used to evaluate the Wisconsin Career Education Consortium Project. This information will not be used to evaluate your counseling.

1. School ____

2. School System: ___(1) Eau Claire, ___(2) Kimberly, ___(3) Madison,

___(4) Oregon, ___(5) Shawano, ___(6) Sheboygan, ___(7) Watertown

3. With what grade levels do you work? (Check all that apply)

___(1) Elementary School ___(3) 9 and/or 10 ___(5) 12th grade

___(2) Middle or Junior High School ___(4) 11th grade

4. How many years counseling experience do you have?

___(1) This is my first year ___(4) 11-20 years

___(2) 2-5 years ___(5) 21 years or more

___(3) 6-10 years

5. Number of students you are responsible for counseling: ____________________

6-19 Listed below are several activities you may have been involved with this year. Please circle the response which best represents the number of times you have participated in, been involved with, or utilized these activities.

Activities	Frequency (No. of Times)					
	0	1-2	3-4	5-7	8-10	11 or more
6. Have spoken to classes within my school concerning career education. (Career opportunities, career decision-making, etc.)	1	2	3	4	5	6
7. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market.	1	2	3	4	5	6
8. Have spoken to groups of teachers concerning how they might better utilize career information.	1	2	3	4	5	6

Over Please

Activities	Frequency (No. of Times)					
	0	1-2	3-4	5-7	8-10	11 or more
9. Have disseminated literature related to career education to teachers within my school.	1	2	3	4	5	6
10. Have helped teachers develop skills needed in assisting students explore careers and/or make career decisions.	1	2	3	4	5	6
11. Have met with members of the Wisconsin Job Service concerning career education and the services they might offer students.	1	2	3	4	5	6
12. Have contacted members of local business and industry in order to discover current information concerning job availability, requirements, etc.	1	2	3	4	5	6
13. Have helped to identify and/or schedule local business people to speak to school classes or groups.	1	2	3	4	5	6
14. Have used field trips as a means of familiarizing students with various careers.	1	2	3	4	5	6
15. Have used occupational games as a means of familiarizing students with various careers.	1	2	3	4	5	6
16. Have conducted or assisted with a follow-up study of our former students.	1	2	3	4	5	6
17. Have worked with individual students assisting them with career choices.	1	2	3	4	5	6
18. Have counseled small groups of students on career choices.	1	2	3	4	5	6
19. Have discussed interest and achievement scores as they relate to career choice and course selection with students.	1	2	3	4	5	6
20. Have requested our librarian and/or media specialist to order career education materials.	1	2	3	4	5	6

Please go on to next page

How Do You Feel About Career Education?

21-41 Please read each statement carefully and check the box under the number which best describes how you feel about each statement. Responses are: (1) Strongly Disagree, (2) Disagree, (3) No Opinion, (4) Agree, and (5) Strongly Agree.

		Responses				
	Statement:	Strongly Disagree (1)	Disagree (2)	No Opinion (3)	Agree (4)	Strongly Agree (5)
21.	Students should be aware of different jobs and job requirements during the study of each subject.					
22.	An effective program of career education will enable students to possess salable skills, (occupational and emotional), at the time of leaving formal schooling.					
23.	An effective program of career education will reduce the drop out rate.					
24.	Most local business and professional people will support career education programs.					
25.	Separate courses on career education would be better than incorporating this material into existing courses.					
26.	Career education should be taught by specialists in the field rather than by regular teachers.					
27.	The school guidance department should carry the sole responsibility for career education.					
28.	An effective program of career education will raise the vocational aspirations of students.					
29.	State and federal funds should be provided to support career education.					
30.	The local community should pay for career education if the state and federal funds are unavailable.					
31.	The funds for vocational education should not be used to support career education programs.					
32.	The incorporation of career education programs into present courses would upgrade these courses.					
33.	An effective career education program will help students in making realistic career choices.					

Over Please

Statement:	Responses Strongly Disagree (1)	Disagree (2)	No Opinion (3)	Agree (4)	Strongly Agree (5)
34. Guidance counselors do not know enough about career opportunities for students.					
35. A career education course should be required for certification in my field.					
36. The basic philosophy of career education is sound and worth implementing.					
37. A career education course should be required for all counseling majors at the college level.					
38. The integration of career education in present courses will decrease the effectiveness of instruction.					
39. A secondary school student should receive credit for any kind of employment.					
40. Secondary school students should receive credit for only work which is related to their career choices.					
41. As a part of the secondary school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.)					

Please go on to next page

.2-49 What percentage of your total counseling assignment is spent on each of the following activities? Note these need not add to 100% since you have other responsibilities as well.

Counseling Activity	% of total time
42. Counseling on careers and assisting with career decision-making.	
43. Counseling on social and personal problems.	
44. Job placement.	
45. Assisting students with college enrollment forms and procedures.	
46. Assisting students with vocational-technical school enrollment forms and procedures.	
47. Assisting teachers to provide career information and exploration to their students.	
48. Assisting students in planning their high school programs.	
49. School related administrative tasks and details.	

Thank you. Please return to: Orville Nelson, CVTAE
226 Applied Arts
UW-Stout
Menomonie, WI 54751

kj

142

Addendum

WCEC

Career Education Workshop Evaluation

Resource Guide Update

Please take a few minutes of your time to answer the following questions on the workshop in which you have participated. Your responses will be tabulated with those of the other participants in order to assess the value of this workshop and help plan future workshops in career education. Place a check mark in the space which best describes your response to each question.

1-5 How helpful was the workshop in

	Very Helpful (1)	Moderately Helpful (2)	Slightly Helpful (3)	No Help (4)	Undecided (5)
1. promoting communication and exchange of ideas among participants?	1	4	2		
2. developing your understanding of the elements of career education?	1	5	1		
3. developing your awareness and understanding of the reasons why career education is needed for the students in your school?	1	5	1		
4. promoting the integration of career education into the curriculum at all grade levels?		6		1	
5. developing a better understanding of your own particular role in career education?	2	3	2		

6-13 How helpful were the workshop components in gaining a better understanding of career education? Please indicate any specific components rated in the categories below?

Speakers	6. EVENING SPEAKER		5			
	7. AID IN SETTING UP QUESTIONNAIRE		1			
Media	8. FINISHED PRODUCT	3	3			
	9.					
Printed Materials	10. VISITS	2	2			
	11. PERSONAL INTERVIEWS WITH EMPLOYMENT PROFILE	1				
Group Activities	12. DIVISIONS OF ASSIGNMENTS	1				
	13.					

(over please)

14.-16. How would you rate each of the following aspects of the workshop?

	(1) Excellent	(2) Good	(3) Fair	(4) Poor	(5) Undecided
14. Planning and organization.	3	4			
15. Productivity.	3	4			
16. Overall quality.	1	6			

17. What grade level(s) do you teach?

(1) ____ K-3 (2) 1 4-6 (3) 2 7-9 (4) 4 10-12

18. How can results of the workshop be shared with other staff members?

19. How can the products or accomplishments of this workshop best be implemented in the school?

20. Additional comments:

18. Use finished product.

Make sure teachers are aware of the resource guide.

In a career handbook.

Print and distribute the end project.

Redo community resource guide. (3)

19. An honest effort by all teachers to refer to finished product.

Make the project an ongoing one so that the book is current and so that as we become aware of new resources we can share them right away.

Informing and involving total staff.

Draw attention to it with an inservice program.

Product has been implemented before - now updating.

By teachers utilizing the Resource Guide.

Use Community Resource Book.

Career Education Workshop Evaluation

Games & Simulation

Please take a few minutes of your time to answer the following questions on the workshop in which you have participated. Your responses will be tabulated with those of the other participants in order to assess the value of this workshop and help plan future workshops in career education. Place a check mark in the space which best describes your response to each question.

1-5 How helpful was the workshop in

	Very Helpful (1)	Moderately Helpful (2)	Slightly Helpful (3)	No Help (4)	Undecided (5)
1. promoting communication and exchange of ideas among participants?	8				
2. developing your understanding of the elements of career education?	4	4			
3. developing your awareness and understanding of the reasons why career education is needed for the students in your school?	5	3			
4. promoting the integration of career education into the curriculum at all grade levels?	8				
5. developing a better understanding of your own particular role in career education?	6	2			

6-13 How helpful were the workshop components in gaining a better understanding of career education? Please indicate any specific components rated in the categories below?

		(1)	(2)	(3)	(4)	(5)
Speakers	6. HAGEN	2	4			
	7.					
Media	8. CESA GAME FORMATS	3		4		
	9. FILMSTRIPS		1			
Printed Materials	10. BOOKS FROM IMC	1				
	11. MATERIAL FROM CESA	1	1	1		
Group Activities	12.					
	13.					

(over please)

14.-16. How would you rate each of the following aspects of the workshop?

	(1) Excellent	(2) Good	(3) Fair	(4) Poor	(5) Undecided
14. Planning and organization.	8				
15. Productivity.	8				
16. Overall quality.	8				

17. What grade level(s) do you teach?

(1) 2 K-3 (2) 3 4-6 (3) 2 7-9 (4) 1 10-12

18. How can results of the workshop be shared with other staff members?

19. How can the products or accomplishments of this workshop best be implemented in the school?

20. Additional comments:

18. Inservice (4)

Beginning of year explaination

Play games with fellow staff members during inservice.

Recipe book thing in each building.

By compiling all the instructions and materials into one general "recipe book."

19. The teacher involved should be given time to explain their activities to the rest of the staff.

Teachers who participated should be given inservice time to explain to staff.

Place in building IMC's. (3)

Place materials in resource center and IMC.

Make sure that the materials are made available, used and turn evaluated periodically. Teachers must also have time to add input to games and become familiar.

Inservice and use by staff.

Place material in IMC and familiarize fellow staff members.

20. Sometime later maybe more time can be set up so more materials and ideas may be developed.

Found out how much work is really involved in developing game activities.

Excellent people to work with.

SELF OBSERVATION SCALES — PRIMARY LEVEL

Oregon Consolidated Schools, Oregon, Wisconsin June 1976

The Scales

The SCS is a nationally normed, empirically validated, multi-dimensional instrument for measuring the way children perceive themselves (self-concept).

The primary level of the SOS measures five dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name.

The scales are as follows:

Scale I. Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence. They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Scale II. Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perserverance", "helpfulness", and "generosity". Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate, or immature.

Scoring

Scoring of the SOS is based on national norms. For each scale, a child receives a standard score (T score), representing a distribution with a mean of 50 and a standard deviation of 10. National percentiles and stanine equivalents of this standard score are also provided. Responses to individual items are not given.

Scale III. School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Scale IV. Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

****

Scale V. Achievement Motivation

Achievement Motivation has been dropped from the SOS pending completion of additional validation studies. Factor analysis was used in developing all scales except Achievement Motivation and subsequent studies with this scale have raised questions about its reliability and validity.

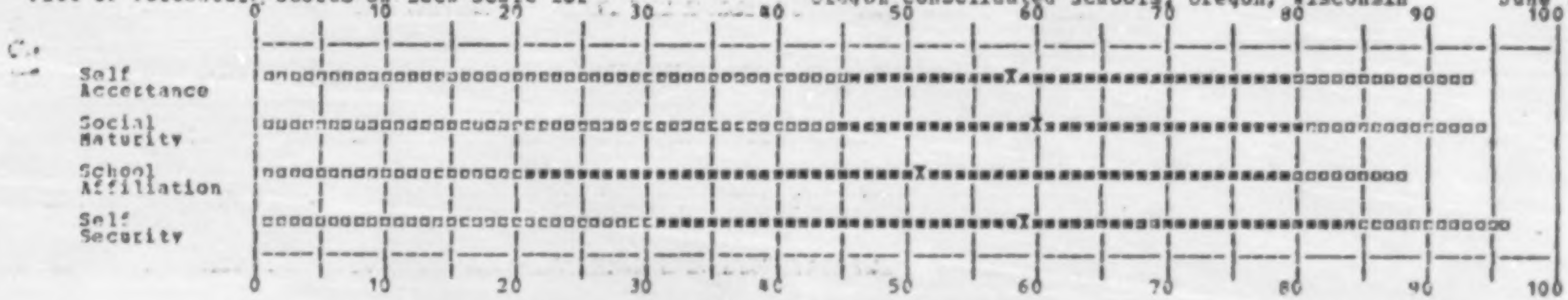
(9/30/75)

****

Total Means and Standard Deviations for Oregon Consolidated Schools, Oregon, Wisconsin June 1976

	Self Acceptance	Social Maturity	School Affiliation	Self Security
Number of Cases	147.00	147.00	147.00	147.00
Average Score	51.90	52.15	49.99	53.05
Standard Deviation	9.17	8.52	11.06	9.62
Average Percentile Score	58.37	60.45	50.88	59.48

Plot of Percentile Scores on Each Scale for Oregon Consolidated Schools, Oregon, Wisconsin June 1976



The graphs above represent the distribution of the percentile scores of the group. The open boxes indicate the ranges of the upper and lower quartiles while the filled boxes show the two middle quartiles. Thus 25% of the group scored in each of the ranges shown by the open boxes and the remaining 50% scored in the range shown by the filled boxes. The mean score of the group is indicated by the 'X' character.

***** In cases where the group size is too small to allow the calculation of quartiles, only the group mean is shown.

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

SHAWANO, WISCONSIN

9. Major Activities Related to Local Objectives.

a. Objective one reads, "Update all instructional units with career education implications where applicable."

After detachment, the LEA consists of three elementary schools (K-5), two middle schools (6-8), and two high schools (9-12). The activities for updating intergrated career education were restricted to grades K-8. The curriculum areas included:

1 - 5 (Art, Music and Physical Education)

Art - All three schools.
Physical Education - Two of three schools.
Music - Two of three schools.

In those schools where updating did not occur there was a change in staffing.

K - 8 (Math, Science, and Social Studies)

Math K-8 - The total math program, K-8, has been reorganized (no text book) in the district by unit. To accommodate the career education aspects of the program the District's Math Coordinator and a team of K-8 teachers have completed the following:

1) Examined and updated all existing Math - Career Education activities.

2) Matched each correlated career education activity with math units by grade.

3) Inserted each correlated career education activity into the body of the unit.

4) Included career education evaluation into the general criterion tests by grade administered at the end of the school term to determine learner outcomes.

Social Studies K-8 - The total social studies curriculum, K-8, has undergone a format and structure change. In regard to the career education portion of the program, the following items were completed by the District's Social Studies Director and a team of K-8 teachers:

1) All previous social studies career correlated activities were examined and appropriate adjustments applied e. g. deleting, adding, redefining, etc.

2) All career education correlated activities were built into the body of existing units.

3) Major emphasis was placed at all grade levels dealing with self. New self materials that were field tested during the 1975-76 school term were purchased. The components of the kits were assigned to the applicable units.

4) Career education plans were coordinated between the counselor's career guidance plan and the social studies career education activities involving diagnoses and prescription processes to prepare students in the 6-8 grades to make tentative course schedules for high school.

5) Career education evaluation per social studies unit has been defined by the District's Director of Social Studies to determine learner outcomes.

Science K-8 - The total format for the K-8 science curriculum has been modified. The District's Science Coordinator and a team of teachers completed the following tasks for the career education aspects of the program:

1) Examined and updated all existing science career education correlated activities by grade and unit.

2) Inserted all science - career education correlated activities into the body of the existing units.

3) Career education items were added to each unit evaluation.

4) A career education criterion test was assembled. This test will be administered at the end of each school year to determine learner outcomes by grade.

Language Arts K-8 - Content for this discipline is in the process of redefining. Therefore, updating in this area is expected to follow at a later date. In the meantime teachers have been encouraged to continue to practice in their classroom the previously defined career education activities related to language arts.

In grades 6-8, Home Economics and Industrial Education did not appear to need updating.

Foreign language was dropped as a course offering (6-8).

Physical Education, Special Education, and Music-Band for 6-8 were not included in the updating. They are intended to be included during the next school term.

No updating was planned for the grade 9-12 programs.

The reproduction of all updated work will be available at the end of August and forwarded upon request.

b. Objective two reads, "Improve process, product and personnel evaluation strategies."

The career education evaluation plan relating to this objective involves the integration of career education correlated activities into specific aspects of the K-12 curriculum. The local career education director will be responsible to execute the plan. The revised plan includes the following strategies.

1) Process evaluation data will be collected via feedback forms from teachers that cite problem areas, faculty meetings, and individual conferences with one or more teachers to include curriculum coordinators as necessary.

2) Product evaluation data will be collected through a general career education criterion test by discipline (where career education has been integrated) and by grade at the end of each school term. Refer to previous objective on curriculum updating that provides for this function. Composite results will be tabulated at the end of each school term to realize the effectiveness of the program. Evidence of the criterion tests will be included when the reproduction of materials is completed as cited in the previous objective. A sample of this product that represents grade 8 co-ed Home Economics is attached for observation.

3) Personnel evaluation for this phase of the career education program will be reflected from the product (learner outcomes) evaluations. In cases where career education product evaluations are not meeting expectations, the local director will be expected to resolve any problem areas, along with other school personnel as needed.

c. Objective three reads, "Develop (K-12) Career Education Inservice Program."

During the month of May, 1976, a district wide career education inservice was conducted. The same meeting agenda was conducted on three different dates to give everyone who was invited the opportunity to attend. The participants included community representatives, school board members, school district administrators and the school faculties.

Participant reaction was computer scored by the project's third party evaluator.

For reference, a meeting agenda is included. Most of the materials used for the meeting are available upon request.

This objective was also fostered indirectly by a district career development newsletter.

During the next school term, plans are to publish a monthly career development newsletter. The intent will be to provide a variety of news relating to career education and for collecting data as needed to improve the local program. Copies will be circulated to students, to parents, to school personnel and school board members. Sample copies of the newsletter are provided in part 13, dissemination activities, of this report.

It has been requested to include this inservice as a requirement for employment for all school professional employees and those coming into the district.

Incremental Improvement in Shawano

In line with the third consortium-wide objective concerning incremental improvement, Joint School District #8 of Shawano agreed to move from the third category to the fifth category as measured by the criteria defined in Appendix K of the original proposal.

The attached incremental improvement guidelines identify the required increases in student, teacher, and community participation and the additional activities to be provided in order to move from category three to category five.

If a school district is to move from USOE Category Three to Category Five, it must:

A. Have met and maintained all conditions required at level 3.

B. Make the following increases during the comming school year:

Criteria

1. From 50% to 75% participation by elementary school teachers in conducting at least 5 career education activities in the classroom. 3
2. From 25% to 75% of middle or junior high school teachers engaging in 5 or more career education activities. 4
3. From 10% to 50% of senior high teachers engaging in 5 or more career education activities. 5
4. From 50% of elementary classrooms utilizing at least one community resource person to 50% of elementary classrooms utilizing community resource persons twice or more. 7
5. From 25% of middle or junior high school classrooms utilizing at least one community resource person to 50% of middle or junior high school classrooms utilizing community resource persons twice or more. 8
6. From 50% of middle or junior high students involved in at least one hands-on exploration project to 75% middle or junior high students involved in 2 or more hands-on career exploration projects. 23

C. Introduce or provide the following during the coming year:

1. Participation of community persons two or more times in at least 50% of senior high classrooms. 9
2. Career education activities, in collaboration with teachers and counselors, which involve at least 50% of the parents of children in the school system. 13
3. Involvement on career education activities in the home by at least 75% of the parents of children in the school system. 22
4. Evidence of the effectiveness of career education at the middle or junior high school level. 18

		Criteria
5.	One or more semester projects of simulated or actual work experience for at least 45% of seniors.	26
6.	Systematic career decision making activities, through individual and/or group counseling, for at least 80% of senior high students.	27
7.	A coordinator of career education activities for the school system.	28
8.	Job and/or placement services which are available to all students who leave school.	27

Due to lack of space, full documentation of the degree to which these criteria were met could not be included in this report but are available upon request.

From available evidence provided, this school district has shown the improvements called for in criteria 3, 5, 7, and 23, but has not fully met criteria 4 and 8.

Although an integrated career education plan has been provided for each discipline in grades 6-8 it is apparent that many of the teachers are circumventing the activities.

To improve the career education plan, events have occurred at the end of the project year. The Science, Social Studies, and Math programs have been updated to include building career education activities into the body of the units and unit evaluations to include a general criterion evaluation at the end of the school term.

There is also evidence that this school district has provided the additional activities called for in criteria 18, 26, 27, and 28. However, it would appear that the district has not been able to fully meet criteria 9, 12, 22, and 27.

Concerning criterion 9, it would appear if more integrated plans were developed at the high school level this criteria may have been met. It is intended to accommodate these subject areas when time and budget matters permit. Progress will be realized in this area if the consortium project is continued for another year.

Criterion 13 has been met at the middle school between the counselors and parents. However, no attempt was made to gather documentation on the interaction of parents and teachers as stated.

This 13th criterion has not been met at the high school level. It would appear that present promotional and other strategies planned by the counselors are not adequate to meet this criteria. No attempt was made to gather documentation on interaction of parents and teachers as stated.

A K-12 plan has been developed for meeting criterion 22. It will be implemented next fall. It appears there was just a lack of time to develop the plan and implement it the same year.

Related to criterion 27, counselors attempt to provide placement service to all school leavers. The project director did not request any documentation to support the extent of their program. They appear to be non commital at this point to job placement except for incidental stituations.

The other options cited for job and/or placement service will improve the status of this criterion upon implementation. It appears all these plans have potential.

10. Project Participants:

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/ Negro	Caucasian/ White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)	417	2	1	1185		1605	101	No Record	362	835	770
Middle/Jr. High (7-9)	209	1	0	772		982	49		252	500	482
Senior High (10-12)	153	0	0	775		928	41		200	455	473
2-Year College											
4-Year College											
Adults (non-matriculated)											
Sub-total:	779	3	1	2732		3515	191		814	1790	1725
Educational Personnel:											
Teachers	2			169		171				81	90
Counselors				6		6				4	2
Administrators				12		12				1	11
Members of the Business/ Labor/Industry Community:				112		112					
Parents:				40		40					
Other (specify):											
Total:	781	3	1	3071		3856					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

161-A

161

SHAWANO

11. Evaluation

a. Objective one reads, "Update all instructional units with career education implication where applicable."

This objective was intended to update previously developed correlated career education activities in subject area units in grades K-8. The updating that was completed included:

1) Deleted career education activities that were no longer considered relevant.

2) Revised career education activities to make them more meaningful.

3) Added career education activities to new or restructured units.

4) Inserted career education activities into the body of the units.

5) Included career education evaluation items in units and/or general criterion testing at the end of the school term.

The subject areas selected for the updating was dependent on:

1) The status of previous process and product evaluations.

2) The continuity of instructional units (by grade).

Updating occurred in the following subject areas:

1-5	Art, Music, Physical Education
K-8	Social Studies
K-8	Science
K-8	Math

All updating occurred during the school year or the time remaining at the closing of school until June 29. Implementation of the updating plan will be made during the 1976-77 school term.

These products will be available at the end of August.

b. Objective two reads, "Improve process, product, and personnel evaluation strategies."

The evaluation strategies cited in this objective relate to the K-12 career education integrated correlated activities per subject area.

All process evaluation strategies will continue as previously practiced via feedback forms from teachers citing problem areas, faculty meetings, and individual conferences with one or more teachers to include curriculum coordinations as necessary.

Product (learner outcomes) has changed from a composite system to a subject unit and/or general criterion test at the end of the school term. As stated in the previous objective (a) these evaluation instruments have been completed in

1-5	Art, Music, Physical Education
K-8	Math
K-8	Science
K-8	Social Studies

Additional evaluations have been completed for:

1) Home Economics (Grade 8)

2) World of Construction (Grade 8)

3) Career Guidance Plan (6-8) (In part, further development pending coordination with Social Studies 7-8 plan)

A sample instrument and outcomes are provided representing the Grade 8 Co-ed Home Economics program.

As indicated, the rest of the product evaluation's instruments will be available upon reproduction of these materials at the end of August.

Personnel evaluation will be dependent upon learner outcomes as previously practiced.

The lack of learner outcome results was due to the time of the year that curriculum changes were made and process evaluation concerns that needed attention before product evaluations could occur.

c. Objective three reads, "Develop (K-12) career education inservice program."

The target population for the inservice included community representatives, Board of Education, school administration, and school faculties. Meeting attendance by group was as follows:

K-12 (Faculty)	142/176	80%
School Administration	9/12	75%
Board of Education	5/10	50%
Community Representation	25/40	63%

Participant reaction, computer scored by the project's third party evaluators, indicates that this activity was highly successful. The results are attached for interpretations.

Two separate reaction forms from local school authorities are supportive of these results. They are also attached.

Additional data was also gathered from the participants at the meeting that provided useful information on career education issues upon which to base future inservice meetings. From a raising of hands and scanning the responses, there appears to be a need to direct attention to the following topics:

1) Distinguishing differences between career education and vocational education.

2) Interpretation of career education concepts.

3) Identifying and applying non curriculum career education practices in the school and home.

These results will be tabulated at a later date and will be available. The forms that were used to gather this information are included for observation.

Based upon the success of career education inservice meetings the LEA project[illegible] director asseses himself as being capable to conduct the same kind of program in other school systems.

d. Other evaluation activities:

With the cooperation of the third party evaluators, the same sets of feedback forms were administered to the teachers and students at the parochial schools in Shawano. Neither of these schools had a formal career education program defined. The intent was to compare the responses to determine the effectiveness (difference) of a career education program on teachers and students.

The outcomes were not available at the time of writing this report. They will be available at a later date.

Another evaluation strategy conducted by the third party evaluators consisted of diagnosing self skills compiled by the local K-5 teachers through the Social Studies curriculum.

The outcomes were not available at the time of writing this report. They will be available at a later date.

As part of an experimental activity, the third party evaluators were also helpful to access the accommodations a Pre-Assessment Learning Systems mobile laboratory provided students. Their response is attached. It proved to be very helpful to retain the contracted services through CESA 3 and generate other follow-up activities to improve the function of the van.

As another outcome, the Mobil Lab evaluator will be spending two weeks on the University of Wisconsin-Stout campus working with personnel from the Vocational Development Center to update himself in this field.

12. Anticipated Changes and/or Problems

If funding is not continued:

From the evidence provided, this school district showed progress to attain its stated objectives. However, it was also realized that a LEA comprehensive career education program encompasses and consists of dimensions not previously identified. It is apparent, at this point, that this school district needs to redefine its career education plan and program to adequately accommodate the needs and interests of all students. It realizes that more people from the school, home and community need to be involved if the program is to be effective. It realizes that the program needs to have a capable manager to organize, plan, lead and control the functions. It realizes that evaluation becomes more important if the program is to survive. It also realizes that much more needs to be done to get information back to the school, home and community. Without funding it will be more difficult and take more time to pursue these concerns.

If renewal proposal is approved:

This school district will be able to direct much more attention and effort in its attempt to continuously improve its career education program.

13. Dissemination Activities

This district's main thrust in dissemination derived from its local objective, "Develop (K-12) career education inservice program."

To gather and send information, a local career development newsletter was published. Three editions were produced. They were disseminated to all professional school personnel in the LEA and to consortium members. The total circulation per issue was 200. Copies of these issues are attached.

Plans for next year will be to publish a monthly newsletter. It is anticipated the distribution will be 4,000. The newsletter will be circulated to students, school professional personnel, parents, school board members, and community representative leaders and agencies.

The district's inservice program attracted 181 participants. Eight sets of career education materials developed through the consortium were distributed. Each participant was encouraged to maintain the material as a reference for career education and the LEA program.

The items distributed included:

a. Definition of terms - (Vocational Ed. - Career Ed.)

b. Definition of Career Education

    1) Career Education - The Process

    2) Career Education - The Program (School, Home, Community)

    3) Career Education - Outcomes

c. Career education concepts (DPI) to include illustrations and narratives.

d. Non curriculum career education practice samples

e. LEA career education program

f. Senior survey results (local and state comparison)

As noted in this report, there are many items that may be disseminated in the future. After they have been reproduced and examined for local use, it will be decided which ones the district will stock and distribute upon request.

14. Special Activities

In response to Federal Law a Compliance Officer, Fred Davel - Director of Instruction, has been identified in the district.

The district plans to have this officer work with the local Director of Career and Manpower Development to provide equal opportunities in career education that would reduce race and sex stereotyping, career education for the handicapped, etc.

Another outcome of the project was the development of a five year follow-up plan. A copy of the instrument is attached. The district intends to use this information to improve its career education program. The Board of Education approved the endorsement of the introductory letter that will be mailed with the instrument.

IIGH SCHOOL FOLLOW-UP SURVEY

DIRECTIONS: PLEASE MAKE A ✓IN THE BLANK PROVIDED OR ANSWER THE QUESTION AS INSTRUCTED. PLEASE PRINT.

ECTION I. PERSONAL DATA

NAME (Optional)	2. MARITAL STATUS (Optional) (Please Check) Married ____ Single ____	3. YEAR LEFT HIGH SCHOOL	4. GRADUATE ☐Yes ☐No	5. SEX ☐M ☐F

. PRESENT MAILING ADDRESS: (Optional)

Street City State Zip

ECTION II. EDUCATIONAL DATA

. WHAT WAS THE EMPHASIS OF YOUR HIGH SCHOOL COURSES?

- . COLLEGE PREPARATORY ☐
- PREPARATION FOR PUBLIC VOCATIONAL-TECHNICAL COURSE ☐
- . PREPARATION FOR PRIVATE VOC-TECHNICAL SCHOOL ☐
- . PREPARATION FOR EMPLOYMENT UPON LEAVING HI SCHOOL ☐
- . NO PARTICULAR EMPHASIS ☐

PECIFY OTHER TYPE OF TRAINING HERE.

8. AFTER LEAVING HIGH SCHOOL I ENROLLED IN A FORMAL TRAINING PROGRAM: ☐Yes ☐No IF YES, CHECK BELOW:

	Entered	Currently Enrolled	Graduate
a. ENROLLED IN A 2-YR COLLEGE PROGRAM	☐	☐	☐
b. ENROLLED IN VOC-TECH PROG.			
PUBLIC	☐	☐	☐
PRIVATE	☐	☐	☐
c. ENTERED AN APPRENTICESHIP PROGRAM	☐	☐	☐
d. ENTERED A 4-YR COLLEGE PROGRAM	☐	☐	☐
e. OTHER TRAINING. (Specify kind in space provided to the left.)	☐	☐	☐

SECTION III. EMPLOYMENT DATA

. PRESENT EMPLOYMENT STATUS (Circle One)

Full Time Part Time Home Maker Student Unemployed

10. PRESENT JOB TITLE

11. PLEASE BRIEFLY DESCRIBE YOUR PRESENT DUTIES ON YOUR CURRENT JOB, OR IF IN SCHOOL, YOUR MAJOR FIELD OF STUDY.

12. HOW DID YOU FIND YOUR FIRST FULL-TIME JOB? (CHECK THE SOURCE THAT WAS MOST HELPFUL)

1 ☐ BY ANSWERING A HELP WANTED ADVERTISEMENT
2 ☐ THROUGH THE WISCONSIN JOB SERVICE
3 ☐ THROUGH THE YOUTH OPPORTUNITY CENTER
1 ☐ THROUGH A PRIVATE AGENCY
5 ☐ THROUGH CIVIL SERVICE TESTING
6 ☐ BY APPLYING DIRECTLY TO AN EMPLOYER
7 ☐ THROUGH A FRIEND
8 ☐ THROUGH A RELATIVE
9 ☐ THROUGH THE HIGH SCHOOL TEACHERS OR COUNSELOR
10 ☐ COLLEGE PLACEMENT BUREAU

13. PLEASE RATE THE HELP THE FOLLOWING GAVE YOU IN OBTAINING YOUR FIRST FULL TIME JOB. PLACE A ✓IN THE APPROPRIATE COLUMN.

	1 Very Helpful	2 Some Help	3 Little Help	4 Not Consulted
1. PARENT				
2. TEACHER				
3. SCHOOL COUNSELOR				
4. CLASSMATES/FRIENDS				
5. OTHER ADULTS				
6. INFORMATION (Books, ads, etc.)				

14. UNDER EACH OF THE LISTED YEARS, PLACE A ✓AFTER EACH OF THE OCCUPATIONAL AREAS IN WHICH YOU HAVE HELD A FULL-TIME JOB SINCE YOU LEFT HIGH SCHOOL. PLEASE DO NOT INCLUDE SUMMER EMPLOYMENT.

OCCUPATIONAL AREA	'67	'68	'69	'70	'71	'72	'73	'74	'75
a. CAREERS NOT DONE FOR PAY (HOMEMAKER, TRAVELER, VOLUNTEER, ETC.)									
b. AGRICULTURE, AGRIBUSINESS AND NATURAL RESOURCES (DAIRY FARMERS, HORTICULTURISTS, LUMBERMEN, NURSERYMEN, LANDSCAPERS, ETC.)									
c. BUSINESS AND OFFICE (ACCOUNTANTS, LEGAL SECRETARIES, STENOGRAPHERS, SYSTEMS ANALYSTS, TYPISTS, ETC.)									
d. COMMUNICATION AND MEDIA (EDITORS, BROADCAST TECHNICIANS, PHOTOGRAPHERS, WRITERS, ETC.)									
e. CONSTRUCTION (BRICKLAYERS, BUILDING CONTRACTORS, CARPENTERS, CEMENT MASONS, ETC.)									
f. CONSUMER AND HOMEMAKING EDUCATION (BAKERS, DIETICIANS, FASHION DESIGNERS, HOME ECONOMISTS, ETC.)									
g. ECOLOGY AND ENVIRONMENT (METEOROLOGISTS, PEST CONTROL OPERATORS, WILDLIFE MANAGERS, ETC.)									
h. FINE ARTS AND HUMANITIES (ACTORS, DANCERS, HISTORIANS, PERFORMING MUSICIANS, PLAYWRIGHTS, ETC.)									
i. HEALTH OCCUPATIONS (CHIROPRACTORS, DENTAL ASSISTANTS, DENTISTS, NURSES, PHYSICIANS, ETC.)									
j. MANUFACTURING (ENGINEERS, DRAFTSMEN, ELECTRONIC TECHNICIANS, FOUNDRY WORKERS, MACHINISTS, TOOL & DIE MAKERS, WELDERS, PRINTING, PAPERMAKING, ETC.)									
k. MARINE SCIENCE (OCEANOGRAPHERS, MARINE BIOLOGISTS, MARINE GEOLOGISTS, ETC.)									
l. MARKETING AND DISTRIBUTION (ADVERTISING COPYWRITERS, SALESMEN, BUYERS, FLORISTS, INSURANCE AGENTS, ETC.)									
m. PERSONAL SERVICES (BARBERS, BEAUTICIANS, ETC.)									
n. PUBLIC SERVICE (ARMED FORCES, CITY PLANNERS, CLERGYMEN, TEACHERS, LAWYERS, SOCIAL WORKERS, ETC.)									
o. RECREATION AND HOSPITALITY (AIRLINE STEWARDESSES, ATHLETIC COACHES, COOKS, CHEFS, PROFESSIONAL ATHLETES, RECREATION WORKERS, ETC.)									
p. TRANSPORTATION (TRAFFIC CONTROLLERS, PILOTS, BUS DRIVERS, RAILROAD BRAKEMEN, TRUCK DRIVERS, ETC.)									

15. WE WANT TO KNOW HOW FAR YOUR JOB LOCATIONS HAVE BEEN FROM THE HIGH SCHOOL YOU ATTENDED. STARTING WITH THE YEAR THAT YOU LEFT HIGH SCHOOL. PLACE A ✓ IN THE ROW THAT GIVES THIS INFORMATION FOR EACH YEAR YOU ARE EMPLOYED.

DISTANCE FROM HIGH SCHOOL	'67	'68	'69	'70	'71	'72	'73	'74	'75
WITHIN 25 MILES									
25 - 49 MILES									
50 - 74 MILES									
75 - 99 MILES									
100 - 299 MILES									
300 - 499 MILES									
BEYOND 500 MILES									

16. CHECK ✓ ONLY THE THREE FEATURES THAT ARE MOST IMPORTANT TO YOU IN A JOB.

1 ☐ OPPORTUNITY FOR ADVANCEMENT
2 ☐ FRINGE BENEFITS
3 ☐ TRAINING PROGRAM
4 ☐ OPPORTUNITY TO DEVELOP SPECIALIZED SKILLS
5 ☐ THE KINDS OF THINGS I DO
6 ☐ THE SUPERVISOR
7 ☐ THE PEOPLE I WORK WITH
8 ☐ PHYSICAL SURROUNDINGS
9 ☐ SALARY LEVEL
10 ☐ JOB SECURITY

17. HOW MANY DIFFERENT FULL TIME JOBS HAVE YOU HELD SINCE YOU LEFT HIGH SCHOOL. DO NOT CONSIDER SUMMER EMPLOYMENT.

☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8 OR MORE

SECTION IV. OCCUPATIONAL GOALS

18. WHICH OF THE FOLLOWING BEST DESCRIBES THE OCCUPATIONAL CATAGORY WHICH WILL BE OF INTEREST TO YOU 5 YEARS FROM NOW? PLACE A ✓ AFTER ONLY ONE.

a. CAREERS NOT DONE FOR PAY ☐
b. AGRICULTURE, AGRIBUSINESS AND NATURAL RESOURCES ☐
c. BUSINESS AND OFFICE ☐
d. COMMUNICATION AND MEDIA ☐
e. CONSTRUCTION ☐
f. CONSUMER AND HOMEMAKING EDUCATION ☐
g. ECOLOGY AND ENVIRONMENT ☐
h. FINE ARTS AND HUMANITIES ☐
i. HEALTH OCCUPATIONS ☐
j. MANUFACTURING ☐
k. MARINE SCIENCE ☐
l. MARKETING AND DISTRIBUTION ☐
m. PERSONAL SERVICES ☐
n. PUBLIC SERVICE ☐
o. RECREATION AND HOSPITALITY ☐
p. TRANSPORTATION ☐

19. HAS THIS GOAL CHANGED SINCE YOU LEFT HIGH SCHOOL?

1 ☐ Yes 2 ☐ No

20. HOW WELL ARE YOU SATISFIED WITH YOUR PRESENT JOB?

1 ☐ VERY SATISFIED
2 ☐ MODERATELY SATISFIED
3 ☐ NEITHER SATISFIED NOR UNSATISFIED
4 ☐ NOT SATISFIED
5 ☐ VERY UNSATISFIED

IN THE SPACE PROVIDED BELOW, PLEASE INDICATE THE SPECIFIC FUTURE JOB TITLE YOU WOULD LIKE TO HAVE IF DIFFERENT FROM YOUR PRESENT JOB.

SECTION V. COMMENTS AND RECOMMENDATIONS

21. THIS IS A TWO PART QUESTION. USE THE CHART BELOW FOR BOTH PARTS.

A. PLACE A ✓ IN THE COLUMN BELOW WHICH SHOWS THE HELP YOUR HIGH SCHOOL GAVE YOU FOR EACH PERSONAL AREA.

B. PLACE A ✓ IN THE COLUMN BELOW TO SHOW WHERE YOU FEEL THE HIGH SCHOOL SHOULD FURNISH MORE INFORMATION.

Great Deal	Somewhat	Little	None	PERSONAL AREA	B
				A. PREPARING FOR FURTHER EDUCATION	
				B. UNDERSTANDING MY ABILITIES AND INTERESTS.	
				C. THINKING THROUGH PROBLEMS	
				D. USING MY SPARE TIME	
				E. GETTING ALONG WITH OTHERS	
				F. MARRIAGE AND FAMILY AFFAIRS	
				G. JOB HUNTING SKILLS	
				H. TAKING PART IN COMMUNITY AFFAIRS	
				I. ABILITY TO READ	
				J. USING GOOD ENGLISH	
				K. USING BASIC MATHEMATICAL SKILLS	
				L. USING MY MONEY WISELY	
				M. CONDUCTING MY OWN BUSINESS AFFAIRS	
				N. BECOMING AWARE OF CAREER POSSIBILITIES	
				O. GETTING VOCATIONAL EDUCATION	
				P. JOB PLACEMENT HELP	

22. OPTIONAL QUESTION: THIS QUESTION APPLIES ONLY IF YOU HAVE HAD MORE THAN ONE FULL TIME JOB. WHICH STATEMENT BELOW BEST DESCRIBES YOUR REASON FOR LEAVING YOUR FIRST FULL TIME JOB.

☐ A. DISAGREEMENT ON THE JOB
☐ B. FOUND A BETTER JOB
☐ C. TOOK A JOB CLOSER TO HOME
☐ D. ENTERED MILITARY SERVICE
☐ E. NEW JOB CLOSER TO CAREER INTEREST
☐ F. QUIT TO RAISE A FAMILY
☐ G. WENT BACK TO SCHOOL
☐ H. OTHER ______

DISTRICT
CAREER EDUCATION
MEETING AGENDA
FOR
BOARD OF EDUCATION
ALL DISTRICT PROFESSIONAL PERSONNEL
AND COMMUNITY REPRESENTATIVES

MAY 6, 11, and 19, 1976

7:30 P.M. - 9:30 P.M.

In Partial Fulfillment of
Career Education Consortium Project

Joint School District #8
Shawano, Wisconsin
1975-1976

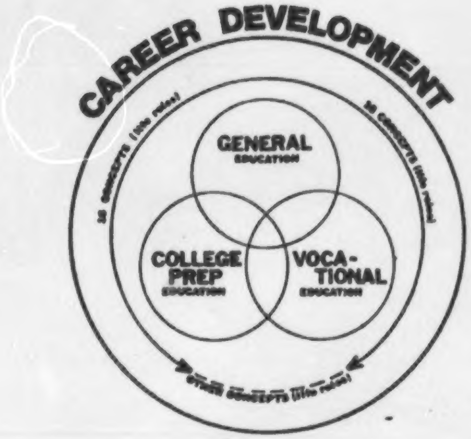
Project Director, Fred Ponschok
Superintendent of Schools, A. A. Gruber

AGENDA

1.	Opening Remarks	5 min.
2.	Defining Terms (Career Education - Vocational Education) Participant Activity - (Identify terms - correct answers)	10 min.
3.	Show three Career Development models (D.P.I., Local, Missouri) (Discussion)	15 min.
4.	Career Education Definition Participant Activity - Completing Definition	15 min.
	Career Education - The Process Career Education - The Program Career Education - Sample Outcomes (Student)	
5.	Participants Defining Career Concepts (Wisconsin Guide)	10 min.
6.	Break - Participants Review Materials Developed In District, Coffee	10 min.
7.	Presentation of Career Concepts Participants rate their previous responses	15 min.
8.	Present Local Practice - Integrating Career Development Into Local Curriculum	10 min.
9.	Non-Curriculum Practices Participants rate the items	10 min.
10.	Presentation of Career Education Plan and Status Report	10 min.
11.	Wisconsin - District #8 Senior Survey Review	10 min.
12.	Drawing - DINNER FOR TWO	
13.	Participants Complete Reaction Form	
		120 min.

DISTRICT #8

CAREER DEVELOPMENT
newsletter 1975-76



DIRECTOR OF CAREER & MANPOWER DEVELOPMENT:

FRED PONSCHOK

This is the first edition of the District's Career Development Newsletter. The newsletter is intended to improve the communication system between all the District's professional employees, the community and cooperating agencies pertaining to the local Career Development program.

All of us are in the field of education to function as the catalyst to meet the needs and interests of all kids. Career Development practices are ways to contribute to this end. With your cooperation we hope to improve upon present practices and find different and better ways to meet this goal.

A number of local teachers have volunteered to assist the Career Development program director in his efforts. In an initial activity the group participated in a workshop this past summer to pursue the following tasks.

1. Redefine Career Education and its role in education.

2. Develop program strategies that would encompass total involvement of all levels of the District's professional staff.

3. Develop a feedback system from the District's professional staff and students that would better indicate the effectiveness of the program.

We were very fortunate to have been able to procure the consulting services of Dr. Marv Robertson, Career Education Specialist, to assist us in our endeavors. Our experiences gave us a broader perspective of Career Development. We feel the program can be used much more effectively not only involving the curriculum and other services but the routine interaction between students and all levels of the District's professional employees. We look at it as a new way of accommodating the goals of education centered around life's roles.

The volunteer team consists of the following personnel:

Mrs. Joanne Aulenbacher	Lincoln School (Kindergarten Teacher)
Mrs. Mildred Schmidt	Keshena School (Primary Teacher)
Mr. Arthur Schoff	Olga Brener (Intermediate Teacher)
Mr. Wayne Saller	Gresham School (Intermediate Teacher)
Mrs. Eunice Berg	Franklin School (District Math Coordinator)
Mr. Alfred Hovey	Franklin School (District Science Coordinator)
Miss Charlotte Buckbee	Shawano High School (Counselor)
Mr. Jerry Ciesielczyk	Shawano High School (Industrial Education Teacher)
Mr. Clarence Newton	District Director of Social Studies
Mr. Forrest Wells	District Director Pupil Personnel Services
Mr. Fred Ponschok	District Director Career & Manpower Development

To assist us in our endeavors would you kindly provide the information requested on the attached form.

In our subsequent newsletter, we will provide you with the tallys of your responses by school. Since we are working on a time schedule, would you kindly return your responses to your peers in the following schools by Friday, October 17, 1975.

Neopit School	Mrs. Mildred Schmidt
Keshena School	" " "
Gresham School	Mr. Wayne Saller
Lincoln School	Mrs. Joanne Aulenbacher
Olga Brener	Mr. Arthur Schoff
Franklin School	Mrs. Eunice Berg / Mr. Al Hovey
Shawano High School	Miss Charlotte Buckbee / Mr. Jerry Ciesielczyk
Pupil Services	Mr. Forrest Wells
Central Office	Mr. Fred Ponschok

Thank you for your cooperation.

Fred Ponschok

Fred Ponschok
District Director-Career
and Manpower Development

SCHOOL____

1. Check one statement that best describes your understanding of Career Development.

______ Occupations and lifestyles are interrelated

______ Occupational supply and demand has an impact on career planning

______ Individuals differ in their interests, abilities, attitudes and values

2. Check one statement that best describes your understanding of the District's Career Development program.

______ Adequate understanding

______ Some understanding

______ No understanding

3. Check one statement that best describes your current views on the need for Career Development in the District.

______ Is needed very much

______ Is needed to some degree

______ Is not needed

DISTRICT #8

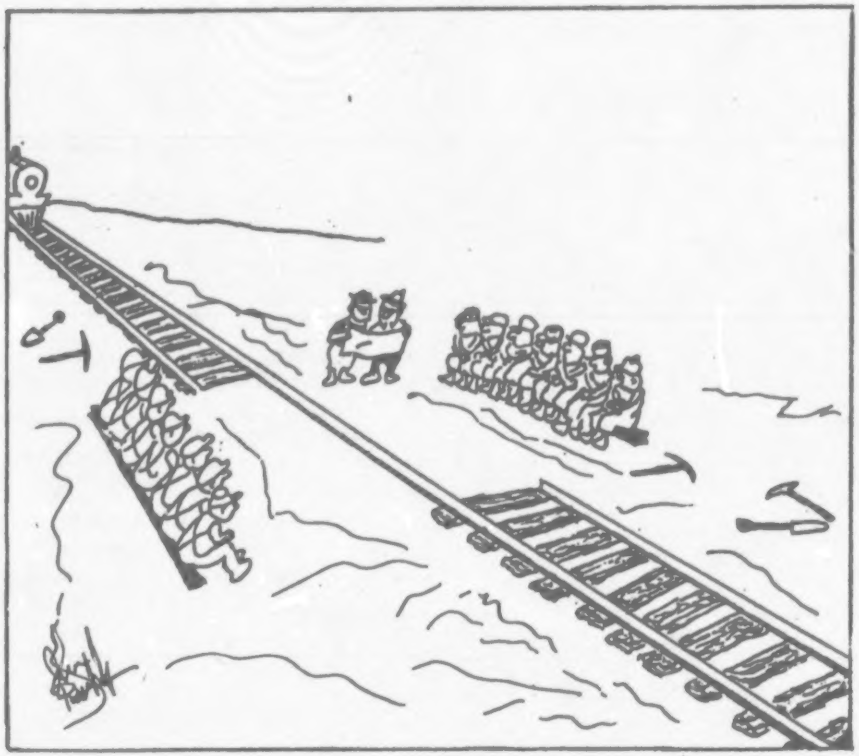
CAREER DEVELOPMENT

newsletter 1975-76

DIRECTOR OF CAREER & MANPOWER DEVELOPMENT:

FRED PONSCHOK
SHAWANO, WISCONSIN

EDITION - 2



"THIS IS WHAT HAPPENED IN A SCHOOL SYSTEM THAT DID NOT INTEGRATE CAREER DEVELOPMENT INTO ITS CURRICULUM."

We would like to thank all the District's professionals who took the time to respond to the three questions of our last Newsletter. Since the information being retrieved will be used as a base for a Career Development inservice program, we would like to encourage those who did not participate to do so. More responses are needed to help make the projected inservice more meaningful.

The following tables are presented to show you how your peers responded to the items of the last Newsletter.

TABLE 1

Check one statement that best describes your understanding of Career Development.

1. Occupations and lifestyles are interrelated.

2. Occupational supply and demand has an impact on career planning.

3. Individuals differ in their interests, abilities, attitudes and values.

	DISTRICT SCHOOLS							PUPIL SERVICES CENTRAL OFFICE		TOTALS
	(10) N	(13) K	(26) G	(18) L	(21) OB	(40) F	(62) SHS	(8) P.S.	(3) C.O.	201
1.	1	1	2	2	2	3	2	0	2	15
2.	1	1	0	1	2	1	5	0	0	11
3.	4	10	9	7	9	9	12	3	1	64
TOTALS	6/10	12/13	11/26	10/18	13/21	13/40	19/62	3/8	3/3	90/201

These responses would point out that most participants perceive Career Development as self orientated. This concept is very important to the process. However, the other two statements also relate to Career Development. These statements represent three of the sixteen concepts identified in the Department of Public Instruction's publication, "K-12 Guide for Integrating Career Development Into Local Curriculum." This publication has been adopted at the local level as a guide. It has been used in all previous writing programs and will continue to be used in subsequent ones.

NAME______________________________ RETURN BY: December 12, 1975

SCHOOL____________________________________
or
LOCATION__________________________________

We would like to find out at this point how you recognize Career Development practices in your school associated environment. We feel that Career Development practices can occur under two conditions. One is cited below and the other is on the back side of this sheet.

Kindly list two personal experiences under each of these conditions that you consider to be Career Development and two that are not.

1. Activities integrated and fused into your existing curriculum.

CAREER DEVELOPMENT	NON CAREER DEVELOPMENT

-OVER-

2. Services and/or interactions you provide students or peers

CAREER DEVELOPMENT	NON CAREER DEVELOPMENT

TABLE 2

Check one statement that best describes your understanding of the District's Career Development program.

1. Adequate understanding 2. Some understanding 3. No understanding

	DISTRICT SCHOOLS							PUPIL SERVICES CENTRAL OFFICE		TOTALS
	(10)	(13)	(26)	(18)	(21)	(40)	(62)	(8)	(3)	
	N	K	G	L	OB	F	SHS	P.S.	C.O.	201
1.	1	4	4	6	10	0	4	0	2	31
2.	4	5	7	4	3	11	14	2	1	51
3.	1	3	0	0	0	2	1	1	0	8
TALS	6/10	12/13	11/26	10/18	13/21	13/40	19/62	3/8	3/3	90/201

It would appear from the answers that most of the respondents had "some understanding" of the program. Those responding, "adequate understanding" were probably those teachers and administrators who were involved in previous writing programs and/or those who have integrated Career Development into their curriculum as outcomes of writing programs. It is quite probable that those who responded, "no understanding" were new personnel in the District who have had no orientation to the program.

TABLE 3

Check one statement that best describes your current views on the need for Career Development in the District.

1. Is needed very much 2. Is needed to some degree 3. Is not needed

	DISTRICT SCHOOLS							PUPIL SERVICES CENTRAL OFFICE		TOTALS
	(10)	(13)	(26)	(18)	(21)	(40)	(62)	(8)	(3)	
	N	K	G	L	OB	F	SHS	P.S.	C.O.	201
1.	3	5	5	2	1	2	6	2	2	28
2.	3	6	5	7	10	9	12	1	1	54
3.	0	1	1	1	2	2	1	0	0	8
TALS	6/10	12/13	11/26	10/18	13/21	13/40	19/62	3/8	3/3	90/201

The responses to this item parallels the interpretation of table two. It would be difficult to react to the "not needed" responses.

In summary, the outcomes of this activity imply the following interpretation. The respondents have biases in describing Career Development. If the respondents had a better understanding of the District's Career Development program, it is likely that their responses in table three might be different.

In our quest for additional data, would you kindly provide us with the information requested on the inserted form. You will again receive feedback on a District-wide basis. Since we are working on a time schedule, would you kindly return your responses to your peers in the following schools by Friday, December 12, 1975.

Neopit	Mrs. Mildred Schmidt
Keshena School	" " "
Gresham School	Mr. Wayne Saller
Lincoln School	Mrs. Joanne Aulenbacher
Olga Brener	Mr. Arthur Schoff
Franklin School	Mrs. Eunice Berg/Mr. Al Hovey
Shawano High School	Miss Charlotte Buckbee/Mr. Jerry Ciesielczyk
Pupil Services	Mr. Forrest Wells
Central Office	Mr. Fred Ponschok

Thank you for your cooperation.

DISTRICT #8
SHAWANO, WISCONSIN

CAREER DEVELOPMENT
newsletter 1975-76

EDITION - 3

DISTRICT DIRECTOR OF CAREER & MANPOWER DEVELOPMENT:

FRED PONSCHOK - aimin' at the issues

WANTED

V. I. P.

VERY IMPORTANT PEOPLE
for details - see next page

DISTRICT CAREER EDUCATION MEETING

IT $PAYS$ TO ATTEND

One of the objectives of the Local Career Education program is to keep the Board of Education, all the District's professional personnel and the community well informed. In an effort to maintain this objective, a meeting arrangement has been made to provide this group an opportunity to become better acquainted with the program.

To accommodate the group, they can attend any one of three scheduled meetings. The dates are Thursday, May 6; Tuesday, May 11; and Wednesday, May 19. The meetings will begin promptly at 7:30 P.M. and end approximately at 9:30 P.M. The meeting place is at Shawano High School in the Cafeteria.

Each participant will receive fifteen dollars. Funds have been provided for this activity through the State Career Education Consortium Project, of which District #8 is a member.

Over the years a great deal of time, effort, and funds have been put into the local Career Education program. Since it is intended to better meet the needs and interests of all students in the District, the incentive is there for all to attend.

Thank you for your cooperation.

C. U. AT 1 OF THE MEETINGS

DOOR PRIZE — each meeting

DINNER for TWO at your favorite eating place

We want to thank all those who responded to the last request in the ewsletter to gather more information on Career Development in the District. Considering the nature of the information requested, it was not ssible to put into table form. The following statements are presented o reflect the responses.

1. Activities integrated and fused into your existing curriculum.

CAREER DEVELOPMENT	NON CAREER DEVELOPMENT
-Some responses reflected ample evidences of career development activities.	-Some responses were not curriculum orientated e.g., teacher stereotypes.
-Some responses were not curriculum orientated.	-Some responses reflected ample evidence of non career development activities.
-Some responses did not reflect evidence of career development activities.	-Some respondents did not answer this area.

In General

Some teachers felt that everything they did in the classroom was career oriented.

****

. Services and/or interactions you provide students or peers.

CAREER DEVELOPMENT	NON CAREER DEVELOPMENT
-Some responses did not relate to the requested information.	-Some responses did not relate to the requested information.
-Most responses tended to involve students.	-Most responses tended to involve students.
-Some responses reflected ample evidence of being career development.	-Some responses reflected ample evidence of being non career development.
-Some responses did not reflect evidence of career development.	

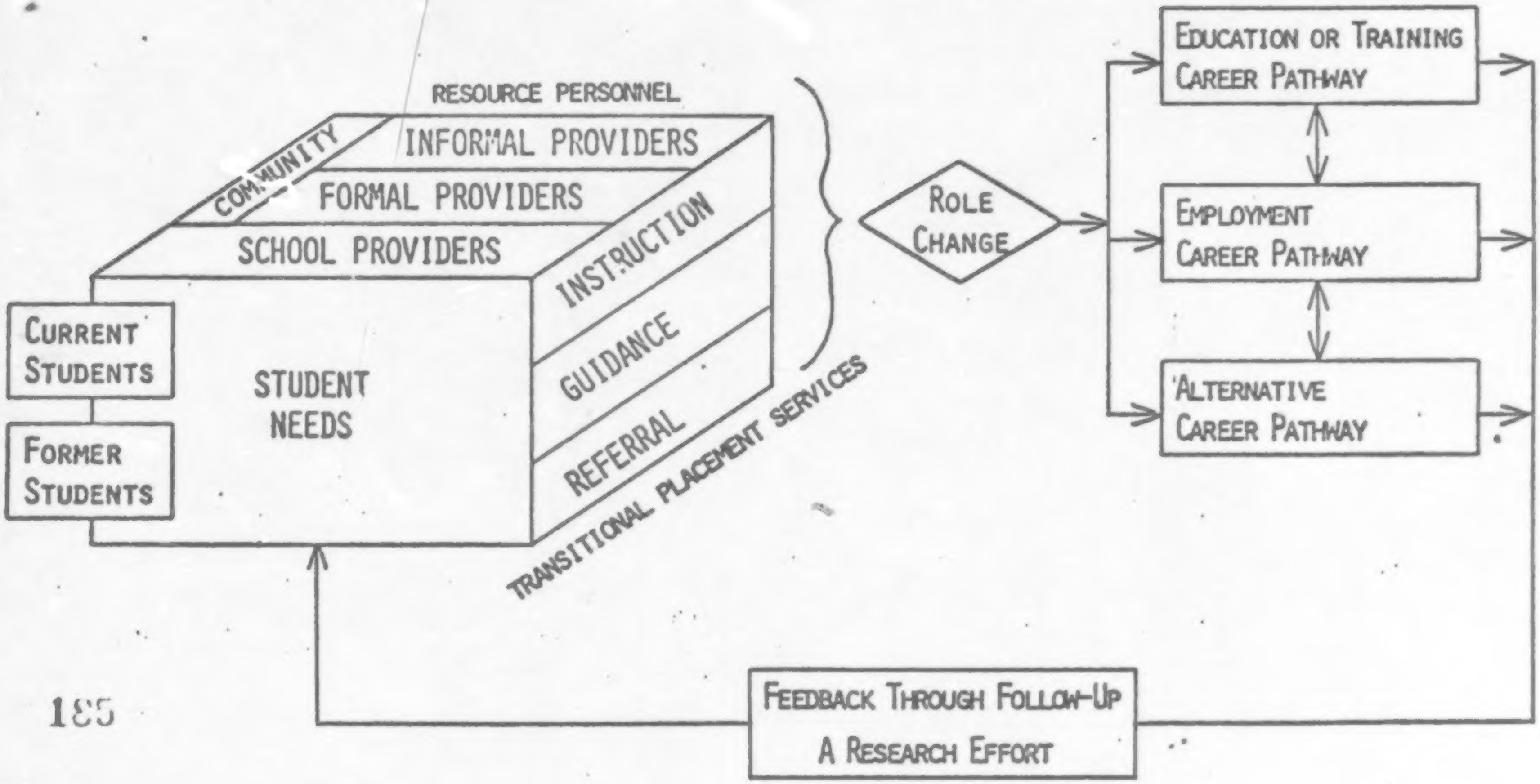
In General

There was very little evidence in either category that reflected peer involvement.

RESPONDING TALLIES

	DISTRICT SCHOOLS							PUPIL SERVICES CENTRAL OFFICE		TOTALS
	(10) N	(13) K	(26) G	(18) L	(21) OB	(40) F	(62) SHS	(8) P.S.	(3) C.O.	201
TOTALS	7/10	12/13	10/26	14/18	17/21	7/40	21/62	0/8	2/3	90/201

A SCHOOL-BASED CAREER PLACEMENT DELIVERY SYSTEM



ITEM A-1

May 10, 1976

Mr. Carmichael:

In an effort to accommodate students in the process of eventually making the transition from school to work, I consulted Job Service in Green Bay while on route back from another meeting engagement to find out what they could do to help us in job placement.

As a result, the following services could be provided:

1. We submit a list of the Vocational Capstone Occupational Areas to the Green Bay office.

   They will send this data to their Madison office. The Madison office will send specific employment information related to these occupations applicable to the geographic area of Shawano. The information will be updated every three months. Feedback will be provided to the DCMD, Capstone teachers and counselors.

2. Upon request, they will send a laundry list of materials available from Job Service and other sources on employability skills.

3. Upon request, they will set up their materials display and Job Bank for one week during the lunch mods in the canteen area to include consulting services. (I would arrange for help in supervision.)

   The subsequent week they will have a representative scheduled in the front corridor for one day to give students an opportunity to register for Job Service.

Providing placement services is one of the categories of our Career Ed Plan. Job Service can be helpful. It would also avoid duplication of efforts. The results of the follow-up study of last year's Vocational Capstone students indicate we need to do something to improve job placement.

In usefulness of resources in making plans for the following years, our seniors of the 1975 graduation class rated Job Service in the Senior Survey as follows:

No Contact	78 %
Very Helpful	None
Some Help	2.8%
No Help	19.2%

In all probability, those that responded "No Help," had "No Contact" as well.

Please advise at your earliest convenience. I would like to run these activities as soon as possible.

Fred P

NOLD A. GRUBER
uperintendent
IN TOMASICH
sst. Superintendent
DRICK DAVEL
ir. of Instruction - Title I

JOINT SCHOOL DISTRICT No. 8
SHAWANO, WISCONSIN 54166
Telephone 715 526-3195

SCHOOL BOARD
MR. D. JUERS, President
MR. L. HOFFMAN, Vice Pres.
MR. R. MONTOUR, Treasurer
MR. E. BERRY, Clerk
MRS. M. KENOTE
MR. E. GUETHS
MR. L. EVANS
MRS. J. ZANDER
MR. J. BOIVIN
MR. FRANK FEIVOR

Dear Parents:

Do you know how important you are to your children when they are in the process of attempting to make decisions concerning their careers? You are number one! According to local, state, and national studies, high school seniors rank their parents as the prime source of information to help them make career decisions.

Your local school personnel also recognize the impact that parents have on their children. We also feel we can add some direction to assist parents to be more effective in helping their children at home during their formal career developmental school years.

One of the ways school personnel can assist you is to suggest career development activities that you can do with your child. The suggested activities are those that have been recommended by specialists in the field of career and child development. These activities have been identified by these specialists as being normal child concerns at specific grade levels.

The activities along with an introduction, "Helping Your Child to Grow", and a developmental process and career concept chart are attached to help you better understand the program. You may be already doing some of these activities. The list might also suggest additional activities for you to do.

We are encouraging you to become involved. You will have the opportunity to provide us with feedback at the end of the first and third quarter grading periods.

Sincerely,

Fred Ponschok
District Director Career &
ManPower Development

mr

"HELPING YOUR CHILD TO GROW"

As a parent, I know you have felt warm thrills as your child has grown in body, mind, and spirit. Each of us remember when our child first smiled, crawled, walked, and talked. Each step of development has been shared and guided by you.

Each stage of growth from birth to adulthood offers new opportunities and new worries to a parent. Understanding of the changes and knowing what to expect relieves some of the worry and helps you to be free to help the child. Maybe that is why grandparents are so helpful. They know that you survived growing up and know that your child will grow into responsible adulthood.

The chart "Developmental Process and Career Concepts" is included to show you how your child - at their present stage - fits into the pattern of development. Use the chart and the list of activities as a "take-off point" to continue to help your child to grow.

No school can ever replace the positive influences you have as a parent with your child.

DEVELOPMENTAL PROCESS AND CAREER CONCEPTS CHART

DEVELOPMENTAL STAGES	NORMAL CONCERNS	DEVELOPMENTAL TASKS	CAREER CONCEPTS
Preschool	Who can I trust? I have a will and purpose!	Trust, Autonomy, and Initiative	Survival and Self
K-8	Who am I? I am O.K!	Self Worth Relating and Adjusting to Others	Self Concept
5-6-7	What can I do? I can!	Sense of Accomplishment Successful Experiences	Mastery Over Tasks Learning by Doing
8-9-10	Who will I be? I'm still ok!	Self Identity Social Relationships	Individuals Differ Interdependence and Peers
11-12	What shall I do? I Choose!	Decision Making	Work Place Life Roles
Postschool	Can I belong? I am a citizen!	Establishing Family, career, citizen roles	Growth in Responsible Life Roles

Suggested Career Development Activities
for
Parents of Students in Grades K-4

Concern - Who am I? I am O.K.!

Tell your child "I Love You"

Teach your child to tie shoes

Teach your child to put on and button coat

Teach your child to brush teeth

Praise your child

Fingerpaint with your child (works out feelings)

Give child some of your old clothes to use for play (will talk and act like a parent)

Read to your child

During the first snow, help your child build a snowman

Read "P.E.T. - Parent Effectiveness Techniques", by Thomas Gordon

Talk to child about anger and find one substitute activity in a book about children such as P.E.T.

Suggested Career Development Activities
for
Parents of Children in Grades 5-6-7

Concern - What can I do? I can!

Tell your child "I Love You"

Help your child bake a cake

Give your child a part of the garden to grow things

Help your child with his/her homework once a week

Build a birdhouse with your child

Practice multiplication tables with your child

Praise your child

Play careers, monopoly, checkers, etc. with your child

Go to the library with your child

Share facts about your work with your child

Let your child help plan a weekend trip

Let your child select some of own clothes

Let your child choose one household chore to be responsible for

Go fishing with your child

Suggested Career Development Activities
for
Parents of Students in Grades 8-9-10

Concerns - Who will I be? I'm still O.K.!

Tell your child "I Love You"

Help your child plan and hold a small party with his/her friends

Read Guinott's book, "Between Parent and Teenager"

Listen to your child's favorite record with him/her

Talk with a friend's teenager about that teenager's concerns

Arrange for your child to talk to other adults - your friends, grandparent, minister, 4-H leader - about child's concerns

Chaperone a school, community, or church activity

Discuss your families description of "manliness" with your child

Discuss your families standards of a woman's conduct with your child

Help your son practice ways of asking a girl for a date

Praise your child for three things

Help your child with a school project

Arrange for your daughter to have chores in home

Arrange for your son to have chores in home

Arrange "try-out" experiences with your child

Go camping with your child

Suggested Career Development Activities
for
Parents of Students in Grade 11-12

Concerns - What shall I do? I Choose!

Tell your child "I Love You"

Praise your child

Write to a college for information concerning your child

Visit Armed Forces recruiter with your child

Visit an area vocational technical school with your child

Visit a college campus with your child

Take your child to State Job Services Office

Discuss family budget with your child

Discuss marriage alternatives with your child

Call school for more information about training and school alternatives for your child

Help your child obtain summer or part-time employment

Arrange for your child to meet your employer

Find out about apprentice training programs for your child

Hold family discussion about your child's alternatives after high school

Help your child establish his budget or bank checking account

Sample Parent Questionnaire

Dear Parent:

This is your opportunity to inform your school system about your involvement in career development activities at home with your children. As you recall, you were given this list of suggested activities at the beginning of this school term. Kindly check the activities you have tried. Please provide other information as well (if any).

☐ First Quarter
☐ Second Quarter

Activities: (As previously listed for K-4, 5-6-7, 8-9-10, 11-12)

__________ 1. Tell your child "I Love You"

__________ 2. Etc.

List other activities you have tried (if any)

____

____

Comments (if any)

____

____

Please return your response with your child's report card or by mail to the address on the opposite side of this sheet.

Thank you for your cooperation.

Sincerely,

Fred Ponschok
District Director of Career &
Manpower Development

195

REFERENCES

Maier, Henry W.	Theories of Child Development
Erikson, Erik H.	Childhood and Society
Rogers, Carl R.	Freedom to Learn
Baruch, Dorothy W.	New Ways to Discipline
Guinott, Hiram	Between Parent and Child
Guinott, Hiram	Between Parent and Teenager
Gordon, Thomas	Parent Effectiveness Techniques
*Gordon, Ira	Parent Involvement in Compensatory Education
*Ohio State University College of Education	Theory Into Practice, Vol. II., No. 3. June, 1973
Blessington, John	Let My Children Work

*These are basic headstart, home start sources.

RNOLD A. GRUBER
Superintendent
OHN TOMASICH
Asst. Superintendent
REDERICK DAVEL
Dir. of Instruction - Title I

JOINT SCHOOL DISTRICT No. 8
SHAWANO, WISCONSIN 54166
Telephone 715 526-3195

SCHOOL BOARD
MR. D. JUERS, President
MR. L. HOFFMAN, Vice Pres.
MR. R. MONTOUR, Treasurer
MR. E. BERRY, Clerk
MRS. M. KENOTE
MR. E. GUETHS
MR. L. EVANS
MRS. J. ZANDER
MR. J. BOIVIN
MR. FRANK FEIVOR

May 20, 1976

Mr. Fred Ponschok
Shawano High School
Shawano, Wisconsin

Dear Fred,

Please accept my expression of appreciation for the way you organized the inservice program. It moved right along and evidenced a great deal of planning and organization.

Sincerely,

Arnie

A. A. Gruber, Superintendent
Joint School District No. 8
Shawano, Wisconsin

AAG:smm

NOLD A. GRUBER
Superintendent
HN TOMASICH
Asst. Superintendent
EDERICK DAVEL
Dir. of Instruction - Title I

JOINT SCHOOL DISTRICT No. 8
SHAWANO, WISCONSIN 54166
Telephone 715 526-3195

SCHOOL BOARD
MR. D. JUERS, President
MR. L. HOFFMAN, Vice Pres.
MR. R. MONTOUR, Treasurer
MR. E. BERRY, Clerk
MRS. M. KENOTE
MR. E. GUETHS
MR. L. EVANS
MRS. J. ZANDER
MR. J. BOIVIN
MR. FRANK FEIVOR

May 20, 1976

Mr. Fred Ponschok
Shawano High School
Shawano, Wisconsin

Fred Ponschok:

Although I told you last night, I want to repeat my very favorable impression of your meeting.

I felt you made an excellent presentation and kept the program moving. It was an excellent program, and I'm sure you will find that it had a very positive affect on the staff.

Congratulations on a job well done.

Sincerely,

Frederick J Davel

Frederick J. Davel
Director of Instruction

FJD:cs

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

SHEBOYGAN, WISCONSIN

PROJECT PERFORMANCE REPORT

Sheboygan, Wisconsin
June 20, 1976

9. MAJOR ACTIVITIES

a. Objective one reads, "Selected instructional staff of eighteen non-model career education schools as a result of participating in a dissemination workshop, will demonstrate application of those sixteen Wisconsin Career Education Concepts related to their level of instruction, as checked by an outside observer."

Forty teachers from the 21 schools participated in a two-week C.E. dissemination workshop. In addition to a clarification of the 16 C.E. concepts, participants made on-site visitations and evaluations of ten selected Sheboygan businesses and industries in order to determine the history and organization, employment policies characteristics sought in employees, available positions and duties, working conditions, training programs, salaries, and fringe benefits, promotion and advancement, and employment outlook for each of the businesses and industries visited. Participants were required to develop at least five related C.E. activities which could be used in their classes during the school year. The reports of the on-site visitations as well as the five C.E. activities from each participant are available upon request.

The results of the evaluation of the workshop indicated that the workshop was extremely positive. These results are also available upon request.

b. Objective two reads, "Instructional staff of the three model career education schools will demonstrate continued application of those sixteen WCE concepts related to their level of instruction, by carrying out at least five career education activities in their classrooms as checked by an outside observer."

A quarterly Career Education Activity Report form (appendix a) was distributed to each teacher. The results from this form have enabled us to demonstrate continued and increased application of the C.E. concepts system-wide. Our original objectives indicated that this objective would be met in the three model schools. We have achieved this objective system-wide. Complete data regarding the implementation level of C.E. system-wide is available in the final report of the third party evaluation.

c. The third objective is, "Secondary counselors will participate in a comprehensive inservice program which will result in helping 50% of the secondary students (7-12) in all (5) secondary schools demonstrate career decision making abilities by participating in the use of a career education center, individual or group counseling, or placement program as determined by evidence obtained through student questionnaire."

An inservice for secondary guidance counselors was held during March, 1976, which focused upon the counselor's role in career decision making ability of students. As a result of that inservice, the counselors felt that:

(1) a better team approach is necessary in each school with the counselor as a member of that team.

(2) a more active system-wide approach to this problem needs to be organized working through the building committees and headed by the Career Education Coordinator.

The evaluation of this inservice indicated that the counselors felt that the sessions were most beneficial and gave them an opportunity to share their experiences, ideas and frustrations in regard to Career Education.

d. Incremental Improvements

See attached summary.

10. PROJECT PARTICIPANTS

See Participant Summary report attached.

11. EVALUATION

We have met with and provided all requested material to our third party evaluators and have been working closely with our part-time evaluator on the development of local assessment and evaluation instruments for the LEA kit which is being developed by the Consortium. In addition to the various instruments utilized by the third party evaluators we have used a number of the items from the LEA kit. Sheboygan developed an instrument to assess the effectiveness of the monthly Career newsletter which began in November, 1975. The instrument and the results of the data collected is attached (appendix B). Other data collected in ragard to our project is available from the third party evaluator.

a. Objective one reads, "Selected instructional staff of eighteen non-model career education schools as a result of participating in a dissemination workshop, will demonstrate application of those sixteen Wisconsin Career Education Concepts related to their level of instruction, as checked by an outside observer."

As a result of a questionnaire sent to staff members of non-model schools and selected on-site interviews with staff members, it was determined that this objective was met in the elementary and junior high schools, and that the level was nearly attained in the senior high school. It was noted that the Career Center in the non-model senior high school had been well received by students and a number of staff members. The Center was receiving a high volume of use, especially by students and a few teachers.

b. Objective two reads, "Instructional staff of the three model career education schools will demonstrate continued application of those sixteen WCE concepts related to their level of instruction, by carrying out at least five career education activities in their classrooms as checked by an outside observer."

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/ Negro	Caucasian/ White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)	48	15	7	5,125	135	5330	245	N.A.	N.A.	2618	2712
Middle/Jr. High (7-9)	10	5	-	2,639	46	2700	74	N.A.	N.A.	1325	1375
Senior High (10-12)	5	5	2	3,125	28	3165	35	N.A.	N.A.	1561	1604
2-Year College											
4-Year College											
Adults (non-matriculated)											
Sub-total:	63	25	9	10,889	209	11195	354	-	-	5504	5691
Educational Personnel:											
Teachers	-	-	-	562	1	563				258	305
Counselors	-	-	-	22	-	22				15	7
Administrators	-	-	-	32	-	32				31	1
Members of the Business/ Labor/Industry Community:	-	-	-	5	-	5					
Parents:	-	-	-	3	-	3					
Other (specify):											
Total:	63	25	9	11,513	210	11820					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

As a result of questionnaires to staff members of the model schools it was determined that this objective was met in the elementary and junior high schools, and that the level was nearly attained in the senior high school.

c. Objective three reads, "Secondary counselors will participate in a comprehensive inservice program which will result in helping 50% of the secondary students (7-12) in all (5) secondary schools demonstrate career decision making abilities by participating in the use of a career education center, individual or group counseling, or placement program as determined by evidence obtained through student questionnaire."

This objective was met and determined by evidence obtained through questionnaires to students and guidance counselors.

12. CHANGES

Fred Skebba, former LVEC and consultant, left Sheboygan early in the summer of 1975. No Career Education Coordinator had been hired at that time. Herb Schneider was appointed the new LVEC and the hiring of the new C.E. Coordinator, Allen I. Stessmann, was postponed until November, 1975. From November 1, 1975, until January 23, 1976, Stessmann was contracted as a teacher for 50% of his day and as C.E. Coordinator for 50% of his day. As of January 24, 1976, he was full time project coordinator. These time delays have posed no major problems in meeting the project objectives. We are well along with the project and have achieved our goals relating to our four components. The administrative Staff of the Sheboygan Public Schools has been most cooperative with a team-like effort for any minor problems which may have occurred during the transition period from part-time to full-time coordination of the project.

13. DISSEMINATION ACTIVITIES

We have engaged in an intensive dissemination program which focused around a semi-monthly publication titled "Career News" which is received by all teachers, counselors, administrators, Board of Education members, Chamber of Commerce Education Committee members, C.E. Advisory Committee members, and is shared with other members of the Consortium. The newsletter has also been shared, on a regular basis, with other interested school districts both within and outside of the State of Wisconsin. The newsletter contains items pertaining to the definition and philosophy of Career Education, Career Education activities and projects in other school systems, and a sharing of Career Education activities within our own school district.

We have intensified our working relationship with our local Chamber of Commerce's Education Committee on the development of a slide/sound presentation focusing on "You and Your Career in Sheboygan - A Great Place to Learn, Grow, and Stay". The title of the presentation is "Sheboygan - Where It's At". This presentation will be used for teacher inservice, student groups and classes and local community groups and agencies.

Fifty local businesses and industries and services in Sheboygan and Kohler will participate in both a summer and pre-session program allowing classroom teachers to visit their facilities and learn more about Career opportunities in Sheboygan. In the pre-session program each teacher and administrator will visit one site of their choice from the list of fifty. The summer program will involve forty-five teachers and will be a continuation of the summer 1975 program. (see appendix C)

The project coordinator has met with the Career Education committees to discuss the C.E. program and C.E. material selection in the 21 school buildings. Presentations have also been made in non-public area schools as well as to a number of civic organizations. At each of these presentations, locally developed materials have been distributed.

During American Education Week, the local Education Association developed a large display at the shopping mall, 2,000 leaflets pertaining to Career Education and what it is, were distributed to the general public throughout the one day display.

Sheboygan, with Shawano and Kimberly jointly engaged in a dissemination activity at the Northeastern Wisconsin Education Association annual inservice program in Neenah in early April. Several hundred teachers from the N.E. Wisconsin area viewed the display of materials and many signed up to receive these materials.

Sheboygan was active in the Statewide dissemination activity in Madison in early June. Almost three hundred educational and community leaders from around the State gathered for the presentation by the Consortium districts. In addition to the C.E. Coordinator, the Sheboygan Area Chamber of Commerce Executive Director served as a panel moderator and as a resource person for the small group discussions.

14. SPECIAL ACTIVITIES

Our local chapter of the AAUW has provided teachers with a very extensive list of speakers and resource people in order to reduce sex stereotyping of careers and occupations. The list has had limited use during the project year and will receive greater attention in the future. Many of our teachers use outside speakers as part of their career program but it is difficult to determine how many are actually taken from this or similar lists.

Two vacancies on the C.E. Advisory Committee were filled with women representatives, one from the AAUW and one from N.O.W. Future vacancies will be filled with women from the business and professional communities, in order to achieve a more equitable balance.

Some of the materials purchased from the "software" account deal with careers for women, both in the area of traditional and non-traditional careers.

There continues to be an increase in the number of professional staff people actively engaged in Career Education activities. The summer workshops continue to have participation by forty to fifty staff people. There is an increased use of the community and of parents in the classroom. We witness a constant increased use of the field trip as a career awareness activity. As staff becomes more aware of the opportunities available in Sheboygan, they are better able to pass this information along to the student.

The quarterly report of Career Education activities is a periodic reminder to teachers to engage in C.E. activities to a greater degree. Administrators seem to be indicating that their better teachers do more work in the area of Career Education.

The monthly newsletter serves as a regular document and reminder to staff that their colleagues are indeed doing in-class C.E. activities and that C.E. should not be something seperate, but rather fused into the existing curriculum.

The commitment of the Board of Education to Career Education cannot be overstressed. Without a financial commitment, the program would not be at the level it now is. In the 1974-75 school budget, $18,000 was earmarked for Career Education related expenditures. In the 1975-76 budget that amount was increased to $38,000. That level will be maintained for 1976-77. This compares to $1,800 in the 1971 budget.

Inservice education seems to be the most important element in developing C.E. awareness among teaching staff. A major portion of the pre-session programming in September will be devoted to Career awareness field trips for teachers and administrators.

The long-range goal of career education, in the estimation of the C.E. Coordinator, is to refocus the entire curriculum to reflect a career point of view. This would mean that a different framework around which to teach basic material needs to be established. However, care must be taken so that the attempted changes in attitude do not result in a negative attitude which cannot be overcome. This is perhaps the most difficult task of all.

Administrators and other leaders in the local educational community must become more aware of the rationale which supports C.E. and limitations of the present educational program must be identified, as well as the opportunities that C.E. offers to rectify them.

Success in Career Education depends upon a cooperative effort. Each subject area and each grade level has a significant contribution to make. C.E. demands more communication between various areas of education and between the school and the community. Parents, people from business and industry and labor are all career "models" to which students should be exposed. Students must also have more opportunity to observe, interview and visit places where people work.

Career Education in Sheboygan has a good beginning, but the efforts must be continued and the responsibilities shared.

Report of Incremental Improvement - Sheboygan

As determined by an outside observer, the Sheboygan Public Schools have attained Level 5 (USOE Catagory). *

B.	1. 75% participation by elementary school teachers in at least 5 CE activities in the classroom.	This implementation level was achieved as determined through the use of the WCEC-developed instrument "Career Education Activities Survey, Form 5."
	2. 75% of middle or Junior High teachers engaging in 5 or more CE activities.	This implementation level was achieved as determined through the use of the WCEC-developed instrument "Teacher Survey: Middle and High School, Form 6."
	3. 50% of Senior High teachers engaging in 5 or more CE activities.	This implementation level was almost met as determined through the use of the above mentioned survey form.
	4. 50% of elementary classrooms using community resources twice or more.	This implementation level was achieved as determined through the use of the WCEC-developed instrument "Career Education Activities Survey, Form 5."
	5. 50% of junior high classrooms utilizing community resource persons twice or more.	This implementation level was achieved as determined through the use of the WCEC-developed survey instrument "Teacher Survey: Middle and High School Form 6."
	6. 75% of middle or junior high students involved in two or more hands-on career exploration projects.	This implementation level was achieved as determined by the use of the WCEC-developed survey : Career Awareness Inventory, Form 4."
C.	3. Involvement in the home in CE activities by at least 75% of the parents of children in the school system	This implementation level was achieved as determined by the use of the WCEC-developed survey: "Career Education Activities, Parent Survey"

*data for this information was gathered and interpreted by CVTAE,
UW-Stout
Menomonie, WI

5. One or more semester projects of simulated or actual work experience for at least 45% of Seniors.	This implementation level has been achieved through our system's co-op and work experience programs.
6. Systematic career decision making activities through individual and/or group counseling for at least 80% of senior high students	This implementation level has been achieved as each senior is placed in work, school or the armed services upon graduation. A small number of females marry and begin families after high school.
7. A coordination of CE activities for the school system	The Sheboygan Public Schools have a full-time Career Education Coordinator.
8. Job and/or placement services which are available to all students who leave school.	The Sheboygan Public Schools have the services of a professional job placement counselor on a regular basis through a project with the Wis. Job Service. This counselor comes in to the schools and helps not only with placement, but with interview techniques, leads, etc. as well.

Sheboygan Public Schools
Sheboygan, Wis. 53081

APPENDIX 'A'

___ 1st DUE Dec. 15
___ 2nd DUE Jan. 30
___ 3rd DUE Mar. 30
___ 4th DUE May 28

CAREER EDUCATION QUARTERLY REPORT

SCHOOL	TEACHER'S NAME	GRADE/SUBJECT AREA

This form is to help you log, document and submit your Career Education activities on a regular basis. This should eliminate some of the cumbersome record keeping. Items reported for one quarter should not be reported again. If you need more space when reporting please use an additional sheet for comments, if any. If you have done nothing, still sign and return. (There's always next quarter.)

CLUSTERS/Check the clusters which you have reinforced.

___ Transportation
___ Business & Office
___ Manufacturing
___ Health
___ Public Service

___ Agri-business
___ Fine Arts/Hummanities
___ Hospitality & Recreation
___ Distribution & Sales
___ Marine Science

___ Public Service
___ Construction
___ Communication
___ Consumer Homemaking
___ Environment

SELF AWARENESS/List activities and software used toward meeting this component.

WORLD OF WORK/List activities, field trips, software and speakers used toward meeting this component.

(over)

PARENTAL INVOLVEMENT / List parents who were involved in one or more lessons and how they were involved.

CAREER PLANNING AND EXPLORATION / List activities, speakers and software used toward meeting this component.

APPENDIX 'B'

NEWSLETTER SURVEY

TABULATED RESULTS OF RESPONSES.....

Directions: This is a survey regarding our local career education newsletter. In order to improve the newsletter's quality and make it more responsive to your needs, your responses to the following questions are important. Please mark your response to each item with an (X) or check in the appropriate place, and write brief comments where instructed.

1. Have you received any previous issues of our local career education newsletter?

   (1) Yes, I have received the newsletter regularly (238) 99%

   (2) Yes, I have occasionally received issues (3) 1%

   (3) No, the issue accompanying this survey is the first I have received. ---

2. How much time do you usually spend reading the newsletter?

   (1) 39% Enough time to read everything thoroughly (96) #'s in () indicate

   (2) 35% Time to read selected articles and features (85) # of responses.

   (3) 26% Just skim over contents (64).

   (4) ___ Haven't usually taken time to read it

3. Does the newsletter have significant content?

   (1) 11% Yes, always (27)

   (2) 56% Yes, usually (136)

   (3) 26% Yes, once in awhile (63)

   (4) 7% No (18)

4. How many new ideas or resources presented in the newsletter have you subsequently used in your classroom?

   (1) 2% 5 or more (6)

   (2) 27% 2 to 4 ideas (64)

   (3) 18% 1 idea (44)

   (4) 41% None yet (97)

   (5) 8% Does not apply, I'm not a teacher (19 R's)

5. Please list some of the ideas, if any, which you have used or plan to use.

   25 comments received

6. How would you rate the attractiveness (layout and quality of reproduction) of the newsletter?

   (1) 13% Very attractive (31)

   (2) 40% Attractive (97)

   (3) 38% Adequate (92)

   (4) 9% Needs improvement (please specify) (21)

7. What features not included in the newsletter would you like to see in future issues?

   11 comments received

8. Would you be willing to write a short article for the newsletter?

(1) 9% Yes Topic ____________________

(2) 76% No Your Name ____________________

9.-15. Following are several statements about the newsletter. For each statement please check the box which best indicates your opinion. numbers indicated are in %.

	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Dis Agree (5)
9. There is a real need for disseminating career education information via a newsletter.	16	49	20	13	2
10. The newsletter has given me a better understanding of what career education is.	10	52	15	18	2
11. The newsletter has done a good job of informing me about what other teachers are doing in career education.	25	61	6	4	--
12. The newsletter has been helpful in identifying local resources and materials for instructional use.	7	51	26	13	1
13. Contents are up-to-date.	14	70	13	2	--
14. Contents are written up in an accurate and authoritative manner.	7	70	18	3	--
15. The newsletter is very valuable and should be continued.	11	48	28	7	4

16. What is your position in the school system?

(1) 88% Teacher (215)

(2) 3% Administrator (8)

(3) 5% Counselor (11)

(4) ____ Career Education Coordinator

(5) 4% Other (please specify) (9) ____________

17. What grade level(s) are you involved with?

(1) 30% K-3 (75)

(2) 22% 4-6 (54)

(3) 20% 7-9 (50)

(4) 25% 10-12 (62)

Please return this survey to your building PRINCIPAL within the next TWO days. Thank you.
Al Stessmann

name ____________________ school____________ date____

APPENDIX 'C'

Please indicate your 1st, 2nd, and 3rd choice.

____Architectural Walk of Downtown
Sneboygan A.M. P.M.

____Armira Corp- 1113 Maryland Ave.
(Leather Tanning) A.M. P.M.

____Bemis Mfg.- 300 Mills St., Falls.
(toilet seats & injection
molded plastics) A.M.

____Bray Assoc. - 2508 S. 8th St.
(Architectural Firm) P.M.

____Citizens Bank - 636 Wisconsin
(Banking) P.M.

____City Hall - 828 Center Ave.
(municipal gov't.) A.M.

____Consolidated Freightways
4117 Playbird Rd. (Transportation)
P.M.

____Curt Joa, Inc. - Crocker Ave, Falls
(specialized machinery) P.M.
(limited to 10 participants)

____Decorative Arts - 1825 Erie Av.
(Framed Pictures) P.M.

____Donohue & Assoc.-4738 N. 40th.
(Engineering Firm) A.M.

____Ebenreiter Woodworking-1221 Erie.
(furniture mfg.) P.M.

____Georgia Pacific - 1927 Erie.
(Shipping Containers) A.M.

____Jung Shoe Co.-620 S. 8th.
(Shoe mfg.) A.M.(10 A.M.) .P.M.

Kohler Co. Kohler Wis.(meet at
showroom on High Street for
Kohler Co. tours)

____Kohler Co. Pottery A.M. P.M.

____Kohler Co. Brass A.M. P.M.

____Kohler Co. Enamel-Cast Iron
A.M. P.M.

____Kohler Co. Engine A.M. P.M.

____Kohler Generator - old Carton
plant- Hwy LS A.M. P.M.

____Leverenz Shoe -828 Alabama
(office occup only) P.M.

____Mayline Co. - 619 N. Commerce
(Drafting Furniture and
equipment-mfg.) A.M.

____Mead Library - Plaza 8
(Library Service) P.M.

____K.W. Muth Co. - 2021 North Ave.
(Hardboard & Fiberglass)
A.M. P.M.

____Northland Plastics-1420 S. 16th
(Thermoplastics) A.M. P.M.

____Optenberg Iron - S. 7th & Clara
(Steel fabricating) P.M.

____Park & Shop - 823 S. 8th St.
(Supermarketing) A.M.

____J.C. Penny Co. - Memorial Mall
(Retail Dept. Store) 9 A.M.

____Sheboygan Press - 632 Center Av.
(newspaper publishing)
& commercial prntg) P.M.

____Sheboygan Clinic - 1011 N. 8th St.
(medical & surg. clinic) A.M.

____YMCA - 812 Broughton Dr.
(recreation) A.M. P.M.

____Sheb. Memorial Hospital-2629 N. 7th
(health care facility) A.M. P.M.

____Sheboygan Casket Co. - 1214 N. 9th
(Casket Mfg.) A.M.

____Sheboygan Schools - 830 Virginia
(shop & maintenance) P.M.

____Thomas Industries - 1419 Illinois
(small air compressors) A.M. P.M

____Thonet Industries-911 N. 11th St.
(furniture mfg.) A.M.

____Verifine Dairy- 934 N. Water
(milk and ice cream) A.M.

____Vinyl Plastics - 3123 S. 9th St.
(plastics mfg.) A.M.

____Walgreens - Memorial Mall
(retail drug store) P.M.

____Watry Industries - 3312 Lakeshore
(permanent mold aluminum
castings-industrial robots) A.M.
(limited to 9 people)

ACADEMIC
SERVICES

TELEPHONE (414) 458-4621

Sheboygan Public Schools

ADMINISTRATIVE OFFICES • 830 VIRGINIA AVENUE
SHEBOYGAN • WISCONSIN 53081

May 21, 1976

Dear Colleague,

We are already making preparations for Pre-session for the 1976-77 school year. On Thursday, September 2, 1976, every professional employee of the Sheboygan Public Schools will be making a visitation to a Sheboygan area business, industry, or service with about 15 of your fellow educators. Some visitations will be made in the morning and some in the afternoon. We shall make every attempt to give you your first or second choice. The main objectives of the visitations are:

1. to identify resources available to you (such as films, speakers, printed materials, field trips, etc.) that can be used by you during the school year in Career Education activities.
2. to bring the educational and business communities closer together.

Persons in each group will later be assigned responsibility for completing a form indicating your findings to be turned in after the visitation in fall. The information gathered will then be compiled into a booklet for each of you to use in your situation throughout the school year.

On the reverse side of this letter, please indicate a 1st, 2nd, & 3rd choice and circle either A.M. or P.M., if indicated. A.M. tours will begin at 8:30 A.M., afternoon tours begin at 1:00 P.M. If there are sites to which you have already been and would not want to tour again, please draw a line through them. Every effort will be made to give persons one of their choices. Where that is not possible, similar assignments will be made.

Please return your form to your building principal within the next two days. Your final group assignment will be indicated and returned to you before the end of the school year.

Thank you for your help.

Respectfully,

Al Stessmann

Al Stessmann
Career Education Coordinator

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

WATERTOWN, WISCONSIN

YEAR END REPORT 1975-76

WATERTOWN SCHOOLS

9. MAJOR ACTIVITIES RELATED TO LOCAL OBJECTIVES

Local Objective No. 1

TO COMPILE EXEMPLARY MODELS AND PRODUCTS FOR EACH GRADE LEVEL FROM PAST THREE YEARS OF INVOLVEMENT IN CAREER EDUCATION INTO A SINGLE MANUAL.

Progress End of Year:

A K-6 Manual has been completed and selection of exemplary units was made by a Staff Liaison Committee.

The Manual includes units and activities that can be used as a guide for teachers as they develop their own materials that will be unique to their situations. Every staff member will have one, and this will serve as incentive for individual creativity and implementation in their setting.

Local Objective No. 2

TO STRENGTHEN AREAS OF WEAKNESSES IN THE EXISTING WATERTOWN MODEL BY DEVELOPING UNITS FOR GRADES 4, 5 and 6 IN A NOVEMBER WORKSHOP, AND BY OUTLINING UNIT DEVELOPMENT FOR CONTINUITY, K-12, IN A JANUARY WORKSHOP.

Progress End of Year:

One unit completed at 6th grade level and committment for three staff members in this area for 1976-77.

Continuity of K-12 improved through expanded concept implementation and Liaison work in individual schools.

Local Objective No. 3

TO DEVELOP AN EVALUATION MODEL FOR LOCAL STAFF AND STUDENTS, AND TO TEST AND TABULATE RESULTS BY MAY 1, 1976.

Progress End of Year:

Completed by outside Evaluator for staff. Part of Incremental Improvement.

Student Evaluation completed at lower Elementary level. See tabulation.

Local Objective Nos. 4 and 5

TO DEVELOP AND CONDUCT A SURVEY OF COMMUNITY RESOURCES FOR CAREER EDUCATION.

TO IMPROVE INFORMATION BANK FOR STUDENTS

Progress End of Year:

Career Search

Committee Members - Volunteers from Industry
Committee Members - Staff of Watertown Schools
Speakers List
Materials List

MAJOR ACTIVITIES RELATED TO CONSORTIUM OBJECTIVES

A. Assessment and Evaluation Models to be Developed

1. The Model that was developed with assistance of Jim Augustin was administered to 60% of 2nd and 3rd grade students in the Watertown system. See Exhibit A, B, C, D for results. Note: See also a written Evaluation by 1st grade instructor.

2. Our assessment and Evaluation did not reach the level we had hoped, but a part of the planning for next year includes utilization of more instruments, logging of activities and each administrator will be responsible for end of semester and year end tabulations for each specific building utilizing forms from A.I. Kit Activities Survey, Activity Log and About My Classroom.

B. Second Objective of Consortium RE: Demonstration Units

1. Distribution of Brochure developed 1st semester has been handled at Service Organizations, in Medical Centers, and also in many offices of Business and Industry on the local scene. These have also been shared with other school districts throughout the area and nation.

2. Material for Exemplary Unit has been compiled and completed.

   Note: Chart form on Dissemination and the following have been a part of program.

   a. Career Search
   Students participated from Lake Mills and Waterloo as well as students from Watertown.

   b. Summer Workshops were held with the following schools.

      Lomira Staff (Selected Group)
      Lomira, Wisconsin

      Waukesha Staff (Selected Group)
      Waukesha, Wisconsin

      Marshall and Waterloo Staff (Selected Group)

   c. Note chart on Dissemination for Total Dissemination efforts this year.

YEAR END REPORT 1975-76

WATERTOWN SCHOOLS

INCREMENTAL IMPROVEMENT

In line with the third consortium-wide objective concerning incremental improvement, the Watertown School District agreed to move from the third category to the fifth category as measured by the criteria defined in Appendix R of the original proposal.

This school district has determined that it has met the following criteria for attaining category 5. Forms 5, 6, and 8 referred to in documentation are third party evaluation instruments.

IN THE EVALUATION OF DATA CONSIDERATION NEEDS TO BE GIVEN TO THE FACT THAT RESPONSES WERE RECEIVED FROM A LIMITED NUMBER OF STAFF AND PERHAPS SOME OF THE MOST ACTIVE DID NOT RECEIVE QUESTIONNAIRES.

Criteria	Documentation
From 50% to 75% participation by elementary school teachers in conducting at least 5 career education activities in the classroom.	Results of Career Ed Activities Survey Elementary Form A Item 5 - 55% of classes examined tools, machinery, or other subjects connected with work 3-5 or more times during the spring semester. Item 6 - 75% of classes watched films, filmstrips, or slides about work or people at work 3-5 or more times during the spring semester. Item 10 - 69% of classes discussed jobs and the places in which people work 3-5 or more times during the spring semester.
From 25% to 75% of middle or junior high school teachers engaging in 5 or more career education activities	Form 6 Teacher Survey: Middle and High School didn't reach criteria, but increased. Item 28 - 32% of teachers discussed jobs related to topics or units presented in class - 30% indicated an increase this past year. Item 29 - 35% of teachers encouraged students to think about selecting a career - 28% increase over number last year.

From 10% to 50% of senior high teachers engaging in 5 or more career education activities	Exhibited increase but did not reach 50%. Form 6 Teacher Survey: Middle and High School Item 7 - 25% listen to records or tapes about work or people at work. Item 28 - 32% discussed jobs related to topics or units presented in class. Item 29 - 35% encouraged students to think about selecting a career
From 50% of elementary classrooms utilizing at least one community resource person to 50% od elementary classrooms utilizing community resource persons twice or more.	From 5 Career Ed Activities Survey - Elementary Form A Item 2 - 47% listen to parents discuss their jobs or careers 1-3 times. - 11% listen to parents discuss their jobs or careers 3 or more times.
From 25% of middle or junior high school class rooms utilizing at least one community resource person to 50% of middle or junior high school classrooms utilizing community resource persons twice or more.	Form 6 Teacher Survey; Middle and High School Item 6 - 48% had visitors or speakers on careers twice or more Item 31 - 45% involved persons from Business and Industry in our area to help improve courses
From 50% of middle or junior high students involved in at least one hands-on exploration project to 75% middle or junior high students involved in 2 or more hands-on career exploration projects.	Form 6 Teacher Survey; Middle and High School Item 14 - 97% involved in at least one project on careers and career choice - 41% involved in 3 or more projects on careers and career choice
Participation of community persons two or more times in at least 50% of senior high classrooms.	See Evaluation Forms listing participation in Career Search. Gymasium became classroom. Students had benefit of many speakers and consultants. Note special evaluation done by a Media class on Career Search.

Career Education activities in collaboration with teachers and counselors, which involve at least 50% of the parents of children in the school system.	30% of parents were involved in explanation of work during Student Week. 95% participation in Career Search. Students indicated in Senior Survey that in making plans for next year they found Career Search helpful as follows: 22.4% Very Helpful 47.9% Some Help Teachers evaluated as follows: 18.1% Very Helpful 48.3% Some Help Difficult to establish how much of this is a result of Parent Conference.
Involvement in career education activities in the home by at least 75% of the parents of children in the school system.	Student of the Week activities related to Elementary Parent participation. Total of only 6 parents not participating in all second grades. 70% of participants in Career Search, parents of students in school. 60% of parents participate in ninth grade long range scheduling.
Evidence of the effectiveness of career education at the middle or junior high school level.	When students at ninth grade level were invited to participate in a visitation activity correlating with Career Search, more than two-thirds of class responded positively, and of that group better than 57% were willing to do so on their own time, (vacation, after school, etc.) No other effective data available.
One or more semester projects of simulated or actual work experience for at least 45% of seniors.	23% of all students who responded to Senior Survey had this experience. 34% of Seniors were enrolled in Vocational Classes which gave them this experience: Food Service, Building Trades, Distributive Ed, Office Practice, Metals, Machine.

Systematic career decision making activities, through individual and/or group counseling, for at least 80% of senior high students.	Form 8 Counselor Survey Item 6 - Have spoken to classes within my school concerning career education. (Career opportunities, career decision making, etc.) 1 Counselor - 1 or more times 2 Counselors - 2 or more times 1 Counselor - 3 or more times 1 Counselor - 4 or more times 2 Counselors - 3 times Item 18 - Have counseled small groups of students on career choices 2 Counselors - 1 or 2 1 Counselor - 3 or 4 2 Counselors - 5-7 2 Counselors - 11 or more Item 19 - Have discussed interest and achievement scores as they relate to career choice and course selection with students 1 Counselor - 1 or 2 2 Counselors - 5-7 4 Counselors - 11 or more
A coordinator of career education activities for the school system.	Director-Consultant for project appointed, Eileen M. Scott.
Job and/or placement services which are available to all students who leave school.	Form 8 Counselor Survey Item 8 - Have spoken to groups of teachers concerning how they might better utilize career information. Item 11 - Have met with members of the Wisconsin Job Service concerning career education and the services they might offer students Counselor Report: 3 Counselors 1-2 3 Counselors 3-4 1 Counselor 5-7 Guidance offers a special plan where students who desire employment can sign up at the beginning of the year and a file is kept on these as reference when an employer calls in. Also, excellent placement of students. Secretarial Office Class, handled by head of department. New Distributive Ed teacher started placement service 1975-76.

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/ Negro	Caucasian/ White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)	0	0	0	1570	30	1600	40	55	252	801	799
Middle/Jr. High (7-9)	0	0	0	1034	5	1039	15	35	156	523	516
Senior High (10-12)	0	0	0	1100	7	1107	15	34	168	569	538
2-Year College											
4-Year College											
Adults (non-matriculated)											
Sub-total:	0	0	0	3704	42	3746	70	124	574	1893	1853
Educational Personnel:											
Teachers	0	0	0	202	0	202				102	100
Counselors	0	0	0	8	0	8				6	2
Administrators	0	0	0	17	0	17				17	0
Members of the Business/ Labor/Industry Community:	0	0	0	60	0	60					
Parents:	0	0	0	50	3	53					
Other (specify): ________											
Total:	0	0	0	4041	45	4086					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

WATERTOWN

10. PROJECT PARTICIPANTS

See completed report attached.

11. EVALUATION

To date we have evaluated the Watertown program in the following manner:

1. Utilization of the Senior Survey.
2. Staff questionaire developed by third party evaluator that was administered and then tabulated and results are included as documentation for meeting objectives.
3. Student questionaire to limited numbers. (See documentation within report).
4. Evaluation for next year will be on a monthly basis, handled by staff liaison and principals of individual schools. This then will assist in our culminating report mid-year.

12. ANTICIPATED CHANGES AND/OR PROBLEMS:

At the present time after one staff meeting (entire district) goals and objectives were very clearly outlined and so the first step of awareness of 1976-77 involvement has been disseminated. As far as changing objectives, activities, or evaluations, none are planned at this time.

13. DISSEMINATION ACTIVITIES

(See attached chart for dissemination of units).

Audiences for dissemination of material (Summer Workshops)

Lomira Staff (selected group)
Lomira, Wisconsin

Waukesha Staff (selected group)
Waukesha, Wisconsin

Marshall Staff) Combined (Selected
Waterloo Staff) group)

Each of these school systems had the benefit of Watertown's materials as well as those from other members of the Consortium.

Attached are publicity brochures as well as newspaper publicity following Community Workshop.

Dissemination will increase next year as a result of selecting two cooperating schools that Watertown will work with in assisting in the implementation of their program. (Waterloo and Waukesha).

continued....

We shall continue to mail out materials to any districts on a request basis.

14. SPECIAL ACTIVITIES

In an effort to assist handicapped persons in career choice expanding the program to Vocational-Technical School in Watertown, special programs are being developed for students in the following areas: Adult Basic Education; English as a Second Language; Retraining for Unemployed in Business Education and Electricity; Assistance to Low Income and Elderly.

At present the administration of the Public School and the Vocational School are working on alternate education plans for students. Hopefully this can be an expansion of our objectives.

EVALUATION

PHASE I - WATERTOWN CAREER EDUCATION PROJECT

Curriculum Materials (Career Education Units) Prepared

Project Period	NUMBER OF UNITS* PRODUCED BY YEAR/BY LEVEL															
	K-3	4-6	7-9 A	7-9 B	7-9 C	7-9 D	7-9 E	7-9 F	7-9 Tot	10-12 A	10-12 B	10-12 C	10-12 D	10-12 E	10-12 F	10-12 Tot	All Total
6/73 - 5/74	3	3	3	4	1	3	2	7	20	1	1	3	2	3	3	13	39
6/74 - 5/75	10	7	1	2	1	1		3	8	9	5	4	3	2	11	34	59
6/75 - 7/76		2		1	1	1	1		4	1						1	7
Totals	13	12	4	7	3	5	3	10	32	10	6	7	5	5	14	48	105

A. English - Foreign Language
B. Social Studies
C. Science
D. Math
E. Business-Guidance
F. Phy. Ed- Ind.Arts-Art-H.E.-Music

Areas of Classification

*Units should be defined. See Attachment - Career Education Systems

EVALUATION

PHASE I - WATERTOWN CAREER EDUCATION PROJECT

Field Trips Providing Career Education Opportunities

Project Period	Number of Career Education Related Field Trips													
	K	#1	2	3	4	5	6	*7	8	9	10	11	12	Totals
6/73 - 5/74	310/ /7	190/ /10	200/ /10	180/ /10	195/ /9	200/ /8	210/ /9	15/ /1	15/ /1	300/ /6	250/ /5	150/ /4	175/ /4	2390/ /84
6/74 - 5/75	305/ /7	195/ /10	210/ /10	180/ /10	190/ /9	215/ /8	220/ /9	15/ /1	250/ /6	300/ /6	175/ /3	150/ /5	100/ /6	2505/ /90
6/75 - 1/76	315/ /7	190/ /10	200/ /10	180/ /10	220/ /9	240/ /8	235/ /9	15/ /1	15/ /1	+15/ /1	150/ /2	100/ /2	200/ /5	2075/ /75
Totals														

NOTE: All Students in 9th grade participated in Career Search at Senior High - 389 students
Approximately 1,000 Senior High Students participated in Career Search.

Notes

(1) May be more appropriate to sum by levels - depends upon availability of data.
(2) Number of students involved would be helpful
(3) Number of faculty engaging in "career education" Type of field trips would be helpful
(4) Special attention must be paid to "walking" field trips. Bus trip information will not be sufficient.

+ No club program with allotted time for field trips.

# Reduced enrollment due to K students entering Parochial Schools at Grade 1

*Levels 7 &8 - For interested students assisting multi-handicapped & day care students - [illegible] - limited number, of students needed. Bugetary and scheduling proble ms negate expansion program from 9rh to 7th &

EVALUATION

PHASE I - WATERTOWN CAREER EDUCATION PROJECT

Directors Activity and Faculty
(Presentations at Civic and Professional Activities)

Project Period	Presentations at Civic and Professional Meetings By Year/By Type						
	Type I	Type II	Type III	Type IV	Type V	Type VI	Totals
6/73 - 5/74	10	1	9	6	0		26
6/74 - 5/75	12	3	17	19	4		55
6/75 - 7/76	5	29	4	3	0		41
Totals	27	33	30	28	4		122

Type I - Meetings with local civic and professional clubs and groups (Rotary, AAUP, Lions, etc.)
Type II - Meetings with other schools, faculty
Type III- Presentations at Local, State or National Conferences
Type IV - Presentations using public media (radio, T.V.)
Type V - Others as appropriate
Type VI -

75-1

EVALUATION

PHASE I - WATERTOWN CAREER EDUCATION PROJECT

Faculty Training Component

Project Period	Numbers of Faculty in Training By Year/By Level of Assignment																			
	Type I*				Type II				Type III				Type IV				Totals			
	K-3	4-6	7-9	10-12	K-3	4-6	7-9	10-12	K-3	4-6	7-9	10-12	K-3	4-6	7-9	10-12	K-3	4-6	7-9	10-12
6/73 - 5/74	7	1	10	6	4	1	10	11									11	2	20	17
6/74 - 5/75	7	1	4	14	16	5	9	38									23	6	13	52
6/75 - 7/76	7	0	5	3									3	2	10	17	10	2	15	20
Totals	21	2	19	23	20	6	19	49					3	2	10	17	44	10	48	89

*Type I - Pigeon Lake Training Seminar
Type II - Stoudt Credit Class in Curriculum
Type III - Voluntary Workshop (1 day or more)
Type IV - Formal Inservice Workshop (Regular contract day) *One week Business and Industry*

Supplementary Information (Possibility of supplementary charts)
-Names by year/by level
-Separate classification grouping by administrators

EVALUATION

PHASE I - WATERTOWN CAREER EDUCATION PROJECT

Community Involvement Component

Project Period	Number of Community Resource Persons Participating in School Base[illegible] Career Education Programs by Level/By Year				
(Levels)	K-3	4-6	7-9	10-2	Totals
6/73 - 5/74					
6/74 - 5/75					
6/75 - 7/76	150*		15	40	
Totals					

* This includes Parents Participating in special activities explaining the World of Work as it relates to them. Grades 2 and 3.

EVALUATION

PHASE I - WATERTOWN CAREER EDUCATION PROJECT

Dissemination Activities

Project Period	Requests for Materials/Information Outside the District	
	Requests Received	Requests Filled
6/73 - 5/74		
6/74 - 5/75	52	52
6/75 to 7/76 Date	60	60
Totals	112	112

ABOUT MY CLASSROOM

WCEC

A

NAME Johnson GRADE 2

SCHOOL Webster DATE

Completed by 23 classroom students

On this page there are twelve sentences. The sentences tell about things you may have done in your classroom this year. Be sure to answer all of the questions as honestly as you can.

If you did these things this year, circle YES. EXAMPLE: [✓ YES]

If you did not do these things this year, circle NO. EXAMPLE: [✓ NO]

If you cannot remember, circle ? EXAMPLE: [✓ ?]

1. In my class, we made things for displays about work or people at work.	12 [✓ YES]	9 [✓ NO]	2 [✓ ?]
2. In my class, mothers and fathers came to tell us what kinds of work they do.	23 [✓ YES]	NO	?
3. In my class, we had other people visit with us to tell us about their work.	3 [✓ YES]	18 [✓ NO]	12 [✓ ?]
4. In my class, we went to visit with people at places they work to hear about what they do.	YES	20 [✓ NO]	3 [✓ ?]
5. In my class, there were tools or machines that we could work with or take apart or put together.	13 [✓ YES]	NO	10 [✓ ?]
6. In my class, we watched movies or filmstrips about people at work.	23 [✓ YES]	NO	?
7. In my class, we listened to stories or records or tapes about people at work.	23 [✓ YES]	NO	?
8. In my class, we read stories about people at work.	15 [✓ YES]	NO	8 [✓ ?]
9. In my class, we wrote stories about work.	9 [✓ YES]	6 [✓ NO]	8 [✓ ?]
10. In my class, we talked about the kinds of work people do.	23 [✓ YES]	NO	?
11. In my class, we played games to learn about jobs and people at work.	7 [✓ YES]	4 [✓ NO]	12 [✓ ?]
12. In my class, we talked about how school will help us in our work after we get out of school.	23 [✓ YES]	NO	?

WCEC

B

ABOUT MY CLASSROOM

NAME Schultz GRADE 3

SCHOOL Douglas DATE

Completed by 23 classroom students

On this page there are twelve sentences. The sentences tell about things you may have done in your classroom this year. Be sure to answer all of the questions as honestly as you can.

If you did these things this year, circle YES. EXAMPLE: [✓ YES]

If you did not do these things this year, circle NO. EXAMPLE: [✓ NO]

If you cannot remember, circle ? EXAMPLE: [✓ ?]

1. In my class, we made things for displays about work or people at work.	[✓ YES]	NO	?
2. In my class, mothers and fathers came to tell us what kinds of work they do.	[✓ YES]	NO	?
3. In my class, we had other people visit with us to tell us about their work.	[✓ YES]	NO	?
4. In my class, we went to visit with people at places they work to hear about what they do.	[✓ YES]	NO	?
5. In my class, there were tools or machines that we could work with or take apart or put together.	[✓ YES]	NO	?
6. In my class, we watched movies or film-strips about people at work.	[✓ YES]	NO	?
7. In my class, we listened to stories or records or tapes about people at work.	[✓ YES]	NO	?
8. In my class, we read stories about people at work.	[✓ YES]	NO	?
9. In my class, we wrote stories about work.	[✓ YES]	NO	?
10. In my class, we talked about the kinds of work people do.	[✓ YES]	NO	?
11. In my class, we played games to learn about jobs and people at work.	[✓ YES]	NO	?
12. In my class, we talked about how school will help us in our work after we get out of school.	[✓ YES]	NO	?

WCEC

C

ABOUT MY CLASSROOM

NAME M. Schultz GRADE 2

SCHOOL Webster DATE ____________

(Classroom Enrollment - 23 students)

On this page there are twelve sentences. The sentences tell about things you may have done in your classroom this year. Be sure to answer all of the questions as honestly as you can.

If you did these things this year, circle YES. EXAMPLE: YES

If you did not do these things this year, circle NO. EXAMPLE: NO

If you cannot remember, circle ? EXAMPLE: ?

1. In my class, we made things for displays about work or people at work.	3 [✓ YES]	18 [✓ NO]	2 [✓ ?]
2. In my class, mothers and fathers came to tell us what kinds of work they do.	23 [✓ YES]	NO	?
3. In my class, we had other people visit with us to tell us about their work.	20 [✓ YES]	1 [✓ NO]	2 [✓ ?]
4. In my class, we went to visit with people at places they work to hear about what they do.	YES	23 [✓ NO]	?
5. In my class, there were tools or machines that we could work with or take apart or put together.	3 [✓ YES]	20 [✓ NO]	?
6. In my class, we watched movies or film-strips about people at work.	19 [✓ YES]	1 [✓ NO]	3 [✓ ?]
7. In my class, we listened to stories or records or tapes about people at work.	21 [✓ YES]	2 [✓ NO]	?
8. In my class, we read stories about people at work.	23 [✓ YES]	NO	?
9. In my class, we wrote stories about work.	23 [✓ YES]	NO	?
10. In my class, we talked about the kinds of work people do.	22 [✓ YES]	1 [✓ NO]	?
11. In my class, we played games to learn about jobs and people at work.	23 [✓ YES]	NO	?
12. In my class, we talked about how school will help us in our work after we get out of school.	23 [✓ YES]	NO	?

WCEC

D

ABOUT MY CLASSROOM

NAME Wendt GRADE 2

SCHOOL Douglas DATE

(Classroom Enrollment - 22 students)

On this page there are twelve sentences. The sentences tell about things you may have done in your classroom this year. Be sure to answer all of the questions as honestly as you can.

If you did these things this year, circle YES. EXAMPLE: YES

If you did not do these things this year, circle NO. EXAMPLE: NO

If you cannot remember, circle ? EXAMPLE: ?

1. In my class, we made things for displays about work or people at work.	22 [✓ YES]	NO	?
2. In my class, mothers and fathers came to tell us what kinds of work they do.	22 [✓ YES]	NO	?
3. In my class, we had other people visit with us to tell us about their work.	22 [✓ YES]	NO	?
4. In my class, we went to visit with people at places they work to hear about what they do.	YES	22 [✓ NO]	?
5. In my class, there were tools or machines that we could work with or take apart or put together.	19 [✓ YES]	2 [✓ NO]	1 [✓ ?]
6. In my class, we watched movies or filmstrips about people at work.	20 [✓ YES]	2 [✓ NO]	?
7. In my class, we listened to stories or records or tapes about people at work.	22 [✓ YES]	NO	?
8. In my class, we read stories about people at work.	20 [✓ YES]	2 [✓ NO]	?
9. In my class, we wrote stories about work.	[✓ YES] 22	NO	?
10. In my class, we talked about the kinds of work people do.	22 [✓ YES]	NO	?
11. In my class, we played games to learn about jobs and people at work.	1 [✓ YES]	21 [✓ NO]	?
12. In my class, we talked about how school will help us in our work after we get out of school.	20 [✓ YES]	2 [✓ NO]	?

WCEC

E

ABOUT MY CLASSROOM

NAME Montieth GRADE 2

SCHOOL Schurz DATE

Completed by 22 classroom students

On this page there are twelve sentences. The sentences tell about things you may have done in your classroom this year. Be sure to answer all of the questions as honestly as you can.

If you did these things this year, circle YES. EXAMPLE: [✓ YES]

If you did not do these things this year, circle NO. EXAMPLE: [✓ NO]

If you cannot remember, circle ? EXAMPLE: [✓ ?]

1. In my class, we made things for displays about work or people at work.	YES	22 [✓ NO]	?	
2. In my class, mothers and fathers came to tell us what kinds of work they do.	20 [✓ YES]	2 [✓ NO]	?	
3. In my class, we had other people visit with us to tell us about their work.	22 [✓ YES]	NO	?	
4. In my class, we went to visit with people at places they work to hear about what they do.	22 [✓ YES]	NO	?	1 Visitation Garage and Auto Sales
5. In my class, there were tools or machines that we could work with or take apart or put together.	YES	22 [✓ NO]	?	
6. In my class, we watched movies or filmstrips about people at work.	2 [✓ YES]	20 [✓ NO]	?	
7. In my class, we listened to stories or records or tapes about people at work.	21 [✓ YES]	1 [✓ NO]	?	
8. In my class, we read stories about people at work.	22 [✓ YES]	NO	?	
9. In my class, we wrote stories about work.	3 [✓ YES]	19 [✓ NO]	?	
10. In my class, we talked about the kinds of work people do.	21 [✓ YES]	1 [✓ NO]	?	
11. In my class, we played games to learn about jobs and people at work.	YES	22 [✓ NO]	?	
12. In my class, we talked about how school will help us in our work after we get out of school.	22 [✓ YES]	NO	?	

INDUSTRY VISITATION

One Week Workshop

Summer 1976

Monday:	General Meeting Staff to receive assignments for visitation Develop Evaluation Forms to be utilized by staff and industry
Tuesday:	
Wednesday:	June 8th, 9th and 10th All staff reporting directly to specified area.
Thursday:	
Friday:	Evaluation: Discussion and turning in of forms Committee selected to assist with tabulation. Developing of letters of appreciation for participants in business and industry. Picnic

Watertown Unified School District
Central Office
415 S. Eighth Street
WATERTOWN, WISCONSIN 53094

Telephone (414) 261-2373

Relevance in education is not a new theme, but Watertown has been working in the area of Career Education for the past four years with a variety of In-Service programs. The purpose of these programs was to develop units to implement in the on-going curriculum that would give greater credence to this theme both to student and teacher. A few of the concepts we have worked with are:

1. All work has dignity.
2. Occupations exist for a purpose.
3. There is a wide variety of occupations which may be classified in several ways.
4. Education and work are interrelated.

We are now at the point where our staff needs to have the practical experience. Thus we have planned a workshop for the week of June 7th through the 11th with thirty-two staff members.

There are one or more teachers who have expressed a specific interest in your career field and would like to spend some time at your business. They would like to observe and/or actually work in your business. Would you be willing to serve as a host in this program?

The dates set for this experience are June 8th, 9th and 10th.

Miss Eileen Scott will contact you within the next week. If you are interested in this program, a schedule of specific times and participants will be set up.

From the experiences gained by the participants in this program, we feel that the community, as well as the schools, will derive much benefit. We urge you to cooperate with us in this Career Education venture.

Sincerely yours,

Carolyn Schloemer
Carolyn Schloemer

Dick Lemanski
Dick Lemanski

Delores Oemig
Delores Oemig

Eileen M. Scott
Eileen M. Scott, Coordinator

EDUCATION . . . Our Investment In The Future

	TUESDAY, 8th		WEDNESDAY, 9th		THURSDAY, 10th	
NAME	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.
Ted Algiers	M&I Bank of Wat.	Durant	Lindberg	P.C.A.	Elec. ----------	----------
Fred Amthor	Brandt	Durant	Lindberg	Loeb	Lewisystems	Baso
Jerry Borchardt	-------------------------Taking Pictures	----------	----------	----------	----------	----------
Coleen Bremer	Brandt	Durant	Bethesda----------	----------	Lewisystems	Hertel
Walter Chapman	Brandt	Durant	Lindberg	Loeb	Lewisystems	Baso
Don Christensen	-------------------------Taking Pictures	----------	----------	----------	----------	----------
Michael Grover	----------	----------	Lindberg	Plateforms	Art Center	Art Center
Dan Herbst	Hospital	Durant & Bethesda	Bethesda	Bethesda	Garden Path	----------
James Huhn	Hospital----------	----------	Electronics Radio & TV		Elect. ----------	----------
Sandra Kuipers	Hospital	Library	Bethesda	Bethesda	Daily Times	WTTN
Richard Lemanski	Hospital	Hospital	Lindberg ----------	----------	Lewisystems	WTTN
Jack Lemke	City Gov't	City Gov't	County Gov't ----------	----------	Integrity	Hertel
Don McNaughton	Hospital	Hospital	Garden Path	P.C.A.	Integrity	Hertel
Bernice Nelson	Equity	Bethesda	Bethesda	P.C.A.	Waukesha County----------	----------
Delores Oemig	Hospital	Durant	Durant	Durant	Lewisystems	Hertel
Pat Peterson	Hospital	Bethesda	Bethesda	Bethesda	Garden Path	WTTN
Pearl Powers	City Gov't	City Gov't	County Gov't ----------	----------	Integrity	Hertel
James Ptaschinski ----------	----------	Durant	Lindberg	Plateforms	Art Center	Art Center
Don Reichardt	1st State Savings	Durant	Lindberg	P.C.A.	Elect.----------	---------- 246
Carolyn Schloemer	Brandt	Brandt	Brandt	Brandt	Brandt	Brandt
Glen Schwoch 245	Brandt	Durant	Lindberg	Loeb	Lewisystems	Baso
Terry Schubert	Wis.Nat'l Bank	Durant	Wis Pak	Wisc School Ser.	Daily Times	WTTN

	TUESDAY, 8th		WEDNESDAY, 9th		THURSDAY, 10th	
NAME	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.
Gladys Schultz	Hospital	Hospital	Char deau	----------	Daily Times	WTTN
Herman Tiedeman	Octagon House	----------	Historical Society		Art Center	Art Center
Lois Van Valin	Fischers	Fischers	Kecks	Kecks	Royce	Royce
George Vinger	Brandt	Durant	Lindberg	Loeb	Lewisystems	Baso
Rosemary Weyeneth	Brandt	Brandt	Piper Carnation	----------	University	----------
Bruce Wittenwyler	Wis Nat'l Bank	----------	Garden Path	P.C.A.	Integrity	Hertel
Luanda Wendt	Hospital	----------	Red Goose	----------	Daily Times	WTTN
Karen Monteith	Hospital	----------	Wis Pak	Wis School Ser.	Daily Times	WTTN
Lorraine Heiliger	----------	Durant	Lindberg	Plateforms	Art Center	Art Center
Don Heiliger	----------	Durant	Hamlin	----------	Elec.	----------
Pat Wolverton	Merchants Bank	Durant	Wis Pak	----------	Daily Times	WTTN
John Zgonc	----------	Equity	----------	----------	Point Beach Electric	

RESPONSES FROM BUSINESS AND INDUSTRY

SUMMER WORKSHOP 1976

WATERTOWN, WISCONSIN

PARTICIPATING Business Industry ______________________

Contact Person ______________________

Time allotted for the visitation (include any preparation time) __________
Please Specify

	Low 1	2	3	4	High 5
Reception	0	0	1	8	7
Should this Business/Industry be included in future projects?	0	0	1	3	12
Do you believe this visitation project worthwhile to your employees?	1	2	6	2	3
Were you satisfied with the interest and attitude shown by the participants?	0	0	0	4	12
Should this visitation project be expanded?	1	0	1	4	9

Any additional information that may be useful to us as we evaluate:

Comments:

It was an excellent day for us at the store. Not too often do we have the opportunity to explain and justify the complexity of retail, especially to receptive listeners and interested persons.

Programs such as yours can possibly lead people to jobs they can be more satisfied with or enable them to audit jobs they may soon become dissatisfied with. Any program that sheds light on "gray areas" is worthwhile.

In this particular instance, I feel no tangible benefits are to be expected by the participating businessman. However, the intangibles, to the teachers, and hopefully to their students, make it most worthwhile and enjoyable to me. It is my opinion that most teachers have little experience outside their own field. They, and their pupils, can be benefited by this type of contact.

The enthusiasm of the participants make any effort all worthwhile.

TEACHER RESPONSES TO INDUSTRY - VARIETY

SUMMER WORKSHOP 1976

WATERTOWN, WISCONSIN

Participant ______________________ Teaching Area ______________________

Place Visited ______________________ Contact Person ______________________

Period of Time spent at Place ____________ Observer or Worker (circle)

No. of Jobs explained ______________________

No. of Jobs pertaining to my area ______________________

COOPERATION OF ESTABLISHMENT:

	Low 1	2	3	4	High 5
Reception	0	1	6	15	93
Were the activities worthwhile?	0	3	26	38	51
Should this establishment be included in future projects?	1	5	16	20	72
Will you implement any of the experiences in your classroom?	3	7	24	32	46

Does this establishment place more concern on attitude or skills?

Attitude	Skills	Both
49	26	41

Available Assistance from Industry:

1. Bethesda	Speakers and movies
2. P.C.A.	Speaker
3. County Courthouse	Pamphlets
4. City Hall	Pamphlets
5. Durants	Speakers, Audio-Visual material, student shadowing is possible
6. Integrity	Speakers
7. Lewis Systems	Field Trips
8. Hertel Realty	Speaker
9. Loeb Industries	Field Trips
10. Baso	Field Trips
11. Merchants Bank	Speakers and pamphlets
12 Daily Times	Field Trips
13. Elvejheim Art Center	Field Trips and Speaker
14. Point Beach Nuclear	Speakers and Films
15. Perry Printing	Field Trips
16. Kecks Furniture	Speakers and Audio Visual Material
17. Fischers	Home Decorating and Clothing Samples
18. Royce Fabrics	Audio Visual Material- Student Display possibilities
19. Wis Pak	Speakers
20. Carnation Genetics	Audio-Visual Materials
21. Piper Cattle Sales	Audio-Visual Materials
22. Brandt	Speakers and Audio-Visual Materials
23. WTTN	Records
24. Char-deau	Audio Visual Material
25. Red Goose Shoes	Speakers

TEACHER RESPONSES TO LINDBERG TOURS

SUMMER WORKSHOP 1976

WATERTOWN, WISCONSIN

Participant______________________________ Teaching Area __________________________

Place Visited ___________________________ Contact Person _________________________

Period of Time Spent at Place______________________Observer or worker (circle)

No. of Jobs explained _______________________________

No. of Jobs pertaining to my area ______________________

COOPERATION OF ESTABLISHMENT:

	Low 1	2	3	4	High 5
Reception	0	0	0	0	9
Were the activities worthwhile?	0	0	0	0	8
Should this establishment be included in future projects?	0	0	1	0	8
Will you implement any of the experiences in your classroom?	0	1	2	2	4

Does this establishment place more concern on attitude or skills?

Attitude	Skills	Both	Neither
3	1	5	0

Emphasis on both so that the applicant will be in the best possible position to be trained.

Any speaker or audio-visual material available?

Invitation to visit
Gene Battenberg - commercial and industrial art - speak with visuals
Make blue-prints available
Participate in Career Search

Comments:

Excellence in knowledge and helpfulness

Good information which I can utilize in the classroom, every job in the plant is math related to some extent

Excellent reception - very glad to see teachers interested in their organization.

Gained some insight into the need for communication skills at various levels in manufacturing.

TEACHER RESPONSES TO BRANDT, INC. VISITATIONS

SUMMER WORKSHOP 1976

WATERTOWN, WISCONSIN

Participant______________________________ Teaching Area ______________________

Place Visited______________________________ Contact Person ______________________

Period of Time spent at Place ____________________ Observer or worker (circle)

No. of Jobs explained __________________

No. of Jobs pertaining to my area ___________________

COOPERATION OF ESTABLISHMENT:

	Low 1	2	3	4	High 5
Reception	0	0	1	0	4
Were the activities worthwhile?	0	0	1	2	2
Should this establishment be included in future projects?	0	0	0	0	5
Will you implement any of the experiences in your classroom?	0	0	2	2	1

Does this establishment place more concern on attitude or skills?

Attitude	Both
4	1

Any speaker or audio-visual material available? Specify:

Yes - 2 General information to teaching staff

Comments:

Great tour

Emphasize on the job training

252

TEACHER RESPONSES TO HOSPITAL VISITATIONS

SUMMER WORKSHOP 1976

WATERTOWN, WISCONSIN

Participant____________________ Teaching Area____________________

Place Visited____________________ Contact Person____________________

Period of Time spent at place________________ Observer or worker (circle)

No. of Jobs explained ____________________

No. of Jobs pertaining to my area ________________

COOPERATION OF ESTABLISHMENT:

	Low 1	2	3	4	High 5
Reception	0	0	0	0	9
Were the activities worthwhile?	1	2	1	1	7
Should this establishment be included in future projects?	0	0	0	0	9
Will you implement any of the experiences in your classroom?	0	1	1	1	5

Does this establishment place more concern on attitude or skills?

Attitude	Skills	Both	Neither
4	1	4	0

Most non-professional personnel are trained on the job. Attitude stressed in every department.

Any speaker or audio-visual material available? Specify: Sharon Abraham

Russ Nitardy - Lab Technician
The hospital has it's own educational department and has made it's own slide tape presentation on hospital careers.
Visitation opportunities

Comments:

1. "Excellent" - 6
2. "One of the most worthwhile experiences. This was a personal education which will be carried out into the classroom just because I'm more aware of everything involved."
3. "Well planned and specifically related to our goals." - 3
4. A full day should be allowed to take full advantage of this facility. - 2
5. Very receptive and helpful staff. - 2
6. Enjoyable and worthwhile experience. - 2

EVALUATION MADE BY A
SENIOR MEDIA CLASS
ON
CAREER SEARCH ACTIVITIES

254

COMMUNICATION ANALYSIS OF CAREER DAY

FROM MEDIA CLASS - SENIOR HIGH

Survey the exhibits and information being presented by the various community representatives. Examine what methods of communication are being used in the displays and programs. Then:

1. Select your choice for the most effective media presentation:

McDonalds - 9
Funderal Homes - 3
Mechanics - 2
Loebs - 2
7-Up - 3
WTMN - 1
BASO - 1
Purina - 1
MATC - 1
Beautician/Hair Stylist - 32
Wis. Electric - 2

2. What in your estimation, was the most unusual presentation of materials?

Beautician/Hair Stylist - 25
Funeral Homes - 19
Goodyear - 1
Loeb- 2
Clergy - 1
MATC - 5
Medicine (Nurse) - 1

3. How would you assess the use of various media in the Career Day displays?

High	Moderate	Low
24	17	16

The evaluation was determined on the above scale from the answers to the question whether the student thought Career Search was of value. A "no" response was listed in the low or unimpressed category.

WATERTOWN
CAREER SEARCH

THE WORLD OF WORK

(The World of Work
as it relates to a wide range of
employment in
Watertown)

Watertown Career Search grew out of an interest of local business and industry having a concern about attitudes they felt were fairly prevelant that were not positive aboiut working conditions and opportunites in this community.

This of course is also a key concept in the Career Education Theme. Positive attitudes toward work.

Combined forces of the Chamber of Commerce, Rotary, Lions Club, High School and Vocational-Technical School started the planning and organizing in October for a May 6th event.

The following documents give a skeletal outline of the planning for this event.

AREA VOCATIONAL, TECHNICAL
and ADULT EDUCATION/DISTRICT No. 4
Watertown Vocational and Technical School
504 South Ninth Street • Watertown, Wisconsin 53094 • Phone 414/261-3776

EILEEN SCOTT, Area Coordinator

December 2, 1975

Dear

We are again embarking on the Watertown Career Search program to acquaint our young people with the number and variety of career opportunities in the Watertown community.

Your name has been suggested to help plan a meaningful experience for kids. We need your ideas, your ingenuity and your expertise.

Please join us December 9th, 1975, from 8 a.m. to 9 a.m. at the Watertown Vocational-Technical School office at 504 South Ninth Street.

Rolls and coffee will be available.

Sincerely,

Eileen M. Scott

AREA BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT NO. 4

Marvin E. Brickson, Chairman • Ray Rueckert, M.D., Vice Chairman • Owen R. Slauson, Secretary • John F. Misfeldt, Treasurer
Francis E. Kohn • James B. Hasler, O.D. • Gerald E. Thomas, Ph.D.

Date: February 18th, 1976

To: Career Search Committee Members

From: Eileen Scott

Re: Meeting Reminder

Our next meeting is scheduled for February 26th.

Time: 8 a.m.

Place: Vocational-Technical School Kitchen

Rolls and coffee will be served.

Agenda: Report from Committees on Progress of Participants.

Assistance to students in getting participation for booths.

Completing time line.

Publicity.

We cannot work effectively in a large group, so please be ready to work in a small for twenty minutes.

WATERTOWN CAREER SEARCH FAIR
MAJOR COMMITTEES

Major Industries	John Katisch, Lindberg's, 304 Hart Street.
Transportation	Bruce Neeb, Beatrice Foods, 312 Main Street.
Financial, Insurance, Real Estate	Tom Dwyer, Richards Agency, 111 W. Main Street.
Apprenticeships	Richard McLaughlin, Employment Office, 119 N. Third Street
Communications	John Zgonc, Riverside Junior High, 131 Hall Street.
Gas and Electric	John Ernster, Wisconsin Electric Power Co., 216 Main Street.
Retail	Ken Beyer, Keck's Furniture, 110 Main Street.
Wholesale	Bill Kwapil, 7-Up Bottling Cp., 410 S. First Street
Construction	Tom Fleming, Braun's of Watertown Inc., 210 W. Main Street
Professional and Churches	Rev. Marv Henschel, Good Shepherd Lutheran Church, 1611 E.Main
Health Careers	Sharon Abraham, Memorial Hospital, 125 Hospital Drive
Education, Music & Art	Eileen Scott, Voc-Tech School, 504 S. Ninth Street
Agri Business	Joe Atlin, Production Credit Assn., 1610 Utah Street
Manufacturing	Jan Rickerman, Loeb's Industries, 1111 S. Tenth
Automotive	Ken Schmidt, Schmidt-Matteson Oldsmobile Inc., 320 Summit
City Government	Richard McLaughlin, Employment Office, 119 N. Third
Fast Food Industry	Jack King, McDonald's Restaurant, S. Church Street
Beauty Culture	Lois Betschler, Golden Touch Beauty Salon, 601 N. Fourth Street
Junior High School	Catherine Bill Chris Reed
Senior High School	Ross Behlke Judy Becker Miriam Burbach Bruce Bloedorn (Decca)

Other committee members:

Donald Bobb, Watertown High School ,415 S. Eighth.
Reno Sukow, Watertown Area Chamber of Commerce, 103½ N. First
Robert Rausch, Hi-Way 16 Furniture, Highway 16.

In an effort to make Career Education more meaningful, Watertown is attempting through cooperation of the Chamber of Commerce, Rotary, Lions Club, Jaycees, Junior and Senior High School and the Vocational School to have a "Career Search Day" on May 6th.

This letter is an invitation to your school to participate. We hope you will consider sending your 9th through 12th grade students to this event.

Details:

1. It will be held in the Senior High School Gymnasium on May 6th between the hours of 7:30 a.m. and 3:30 p.m.

2. There will be booths constructed and students and adults showing and telling the stories of the types of jobs that people work at in approximately 25 categories, such as - Health Careers, Agri-Business, Manufacturing, Retailing, Wholesaling, Communications, Transportation, City Government.

3. There is no cost except transportation of students to Watertown.

4. We only ask that you contact us for the time you'd like to participate and numbers involved.

Are you interested? Do you have questions?

Contact - Eileen M. Scott,
Watertown Vocational-Technical School,
261-3776.

TO: All area High Schools.

COMPANY	INTEREST AREA	[illegible].	DATE
Kusel Dairy Equipment	Manufacturing	2	
Loeb Metal Recycling	Manufacturing	1	
City Tool & Mfg. Co.	Manufacturing	1 or 2	
Archie Monument	Manufacturing		
Karma Div. of Brandt Inc.	Manufacturing		
Provimi Inc.	Manufacturing		
Wis. Electric Wis. Natural Gas	Construction Engineering Operation Customer Affairs	3	End of April
M & I Bank	Banking	1 or 2	
Wisconsin National Bank	Banking	2	
Knick Insurance	Insurance	1	
Richard's Agency	Insurance	1	
Oconomowoc Savings & Loan	Savings & Loan	1	
Merchants Bank	Banking	1	
First Insurance Services	Insurance	1	
Braun's Inc.	Construction Real Estate	2	
Top Travel	Travel Agency	1	

COMPANY	INTEREST AREA	NO.	DATE	STUDENTS
Dr. R. Long, Orthodontics	Dental Assistants, Receptionist, Laboratory work	1 or 2	April-a.m.'s	
Bethesda Lutheran Home	Nursing, Cottage Life, COTA's, PTA's, ROT's, RPT's, RN, LPN, Lab Tech., Ward Clerks, Nursing Assistant, Ward Parents, Rec. Workers, Sp. Ed. teachers, Workshop, Speech Therapist, Medical Records, Gen. Office, Stenographers	Unlimited	Mon.thru Fri. 9 a.m. - 4 p.m.	
Marquardt Manor	RN, NA. LPN, OT, General Office, Social Work,	2		
Dr. H.S. Harris, Dentist	Dentist, Dental Assistant, Receptionist, Dental Hygiene, Lab Technician	1 or 2	Mid April	
Dr. W.W.Reinhard, Dentist	Dentist, Receptionist, Hygienist, Assistant	1 or 2	April	
Dr. Harold Magnan	Optometrist, Assistant, Optician, Receptionist	1 or 2	Mid April	
Marion Moran, Health Dept.	TB skin testing, Immunization Clinic	2 or 3	3-22 5-10 & 11	
Watertown Hospital	All Areas Hospital Opportunities, Medical and Supportive	Unlimited		
Dr. Burzinski	Physician and Medical Assistants	1 or 2		
Clergy Roundtable		5		
Apprenticeships and Job Service		2 (already obtained)		

COMPANY	INTEREST AREA	NO.	DATE :	STUDENTS
Allard	Trucking	2		
Motor Trans.	Trucking	2		
Beatrice Foods	Traffic Management	2	4-15-76	
McDonald's	Food Production	2	5-3 and 4	
	Administration	1	9 a.m.-1 p.m.	
Dept. Public Works		3 M	4-27	
Park and Recreation	Secretarial	2	½ day	
	Parks	2	4-27	
Health	Secretarial ?	1	4-27	
Police	Secretarial	1	4-26	
	Police	3		
Fire		3	4-29	
Administration	Treasurer	1	4-28	
	Clerk	1	4-26	
	Assessor	2	4-28	

COMPANIES	WHAT AREAS	HOW MANY	WHEN

WATERTOWN CAREER SEARCH FAIR

TO ALL EXHIBITORS:

Set-Up Time: May 5th - Evening

Where: High School Gymnasium

Time of Career Search Fair: May 6th - 7:45 a.m.-3:30 p.m.

Dismantle Exhibits: May 6th after 3:30 p.m.

Booth Size: Approximately 10' x 10'

Materials Furnished: Printed Posters that describe offering
Table, chairs
Sign up sheets for those interested in tours
There will be outlets for electrical current; however, it might be well for you to bring heavy extension cords.

Action in Booth: Descriptive Example -

Government Service - Testing by Employment Agency
Fire - Explain some fire equipment
Beauty Culture - giving a hair cut, or facial or manicure, etc.
Health Services - Take blood pressure, etc.
Industry - Some moving eye-catching equipment

Student Participation -

Student will visit plants, business, service area for one or two days prior so they may relate story to peers as they assist in booth.

Theme: "You Don't Have to Leave Watertown"
Careers of a great variety are available in your community.

Will you need anything special for your booth construction?________________

____

Let's Make This a Truly Worthwhile Community Project
that sells Watertown to our young people.

BOOTH	STUDENT	PERIODS
Kusel Dairy Equipmnt	Ed Hanke	1, 2
Loeb	Mark Schultz	3, 4
City Tool & Mfg.	Bob Semon	3-4B
	Robert Rowedder	7:30-12
Karma	Keith Wagner	7:30-12
Lewisystems	Paul Oestreich	3, 5, 6
	Randy Lindemann	2, 3, 6, 7
Durant	Mark Schultz	1, 2
	David Behl	5, 6, 7
Lindberg	Steve Tuly	6, 7
	Dave Dricken	
Baso	Pat Podolske	5, 6, 7
Watertown Metals	Howard Brummel	1, 2, 3
Brauns	Brian Donovan	3, 4, 5
	Darrell Zweig	1, 2, 5, 6
Kottwitz	Greg Simons	1, 2
	Gary Raatz	3,4, 6, 7
Allard	Gerald Beranek	1, 2, 3
	Brian Hertel	7:30 - 12
Top Travel	Leigh Johns	1, 2, 6, 7
	Lynn Pankow	7:30-12
Architects	Grant Newsome	1, 2, 3
Golden Touch	Terri Mannigel	7:30-12
Daily Times	Donna Schmoldt	7:30-12
WTTN	Mark Condon	3, 4
	Scott Walter	1, 2
	Peggy Rausch	2, 3
7-Up	Mark Othmer	6, 7
	Stu Stengler	5,6,7
	Roy Pierick	4,5
	Richard Bowman	1, 2, 3
Bell Telephone	Steve Koehler	6, 7
A to Z Farm Ceneter	Ross Behlke	3 through 6
Provimi	Brad Westenberg	1 through 4B
Federal Land Bank	Sue Skolaski	5, 6

City Government		
Dept. of Public Works	Donelle Miller	2, 3, 5
Park and Rec	Donelle Miller	4A-B
Public Health	Becky Feld	4A, B, 5, 6, 7
Police	Paula Alfheim	1, 2, 3
Fire	Mike Koehler	3, 4
Job Service	Pat Hertl	5, 6
Clergy Roundtable	Ann Timmerman	1, 2, 4A, B.
M & I Bank	Diane Nienow	2, 3
	Judy Kohlhoff	5, 6
	Jody Wilson	7:30-12
Wis. Nat. Bank	Julie Klecker	3, 4A
	[illegible]	[illegible]
	Dawn Linns	7:30-12
Merchants Nat. Bank	Leanna Richter	5, 6
Oconomowoc Savings & Loan	Andy Sainter	
Watertown Hospital	Kim Joseph	7:30-12
	Kelly Schumacher	7:30-12
	Mary Wetzel	7:30-12
	Sandi Moke	3, 4A
	Kim Bostrom	1, 2
	Dan Reed	5, 6, 7
	Gayle Ferderer	5, 6, 7
Bethesda	Sue Griep	1, 2
	Lois Ferderer	5, 6
	Laurie Eckert	3, 4, 6,7
	Chris Reed	7:30-12
Dr. Long	Candace Kowalske	5-7
Dr, Reinhard	Beth Lawton	3, 4A
Dr. Burzynski	Pat Podolske	6, 7
Marquardt Manor	Laurie Grosenick	
Wis. Ag. Products	Randy Berg	2, 3, 6, 7
	Paul Zastrow	4A, B, 5
Retail	Bill Wegner	8-10
	Bruce Bloedorn	10-12
	Mike Mrdjenovich	8-10
	Paul Radtke	10-12
	Bob Bohlman	12-2
	Steve Kwapil	12-2
	Doug Anderson	2-4
McDonalds	Dave Wheeler	
	Pam Hensler	
	Tim Smeback	
	Chris Duffy	
	Mary Maas	

Retail	Bill Wegner Mike Mrdjenovich	8-10 a.m.
	Bruce Bloedorn Paul Radcan	10-12 noon
	Bob Bohlman, Steve Kwapil	12-2 p.m.
	Doug Anderson	2-4 p.m.

Dr. Long

Career
Spinach
Stock up at Career Search Day

WATERTOWN SENIOR HIGH SCHOOL GYMNASIUM

7:30 a.m. to 3:30 p.m.

THURSDAY, MAY 6th, 1976

18 CATEGORIES

APPROXIMATELY 50 BUSINESS OPERATIONS REPRESENTED

COME PREPARED TO ASK QUESTIONS OF REPRESENTATIVES

CAREER SEARCH WEEK

To: All Participants

From: Eileen Scott

Re: Hours of Set-up and Operation May 3rd, 1976

This is Career Search Week and we are grateful you are participating.

A [illegible] is enclosed. This was drawn up from request sheets turned in. Space [illegible] between exhibits so if your name is not listed, please contact one of the committee when you get to the gym for your location and needs.

Hours of set-up

[illegible] 3:30 p.m. to 5:30 p.m.
7:00 p.m. to 8:30 p.m. May 5th

Thursday, 6:00 a.m. to 7:30 p.m. May 6th

[illegible] keep this schedule as well as the May 6th [illegible] 2:30 p.m. for operation of Career Search Day.

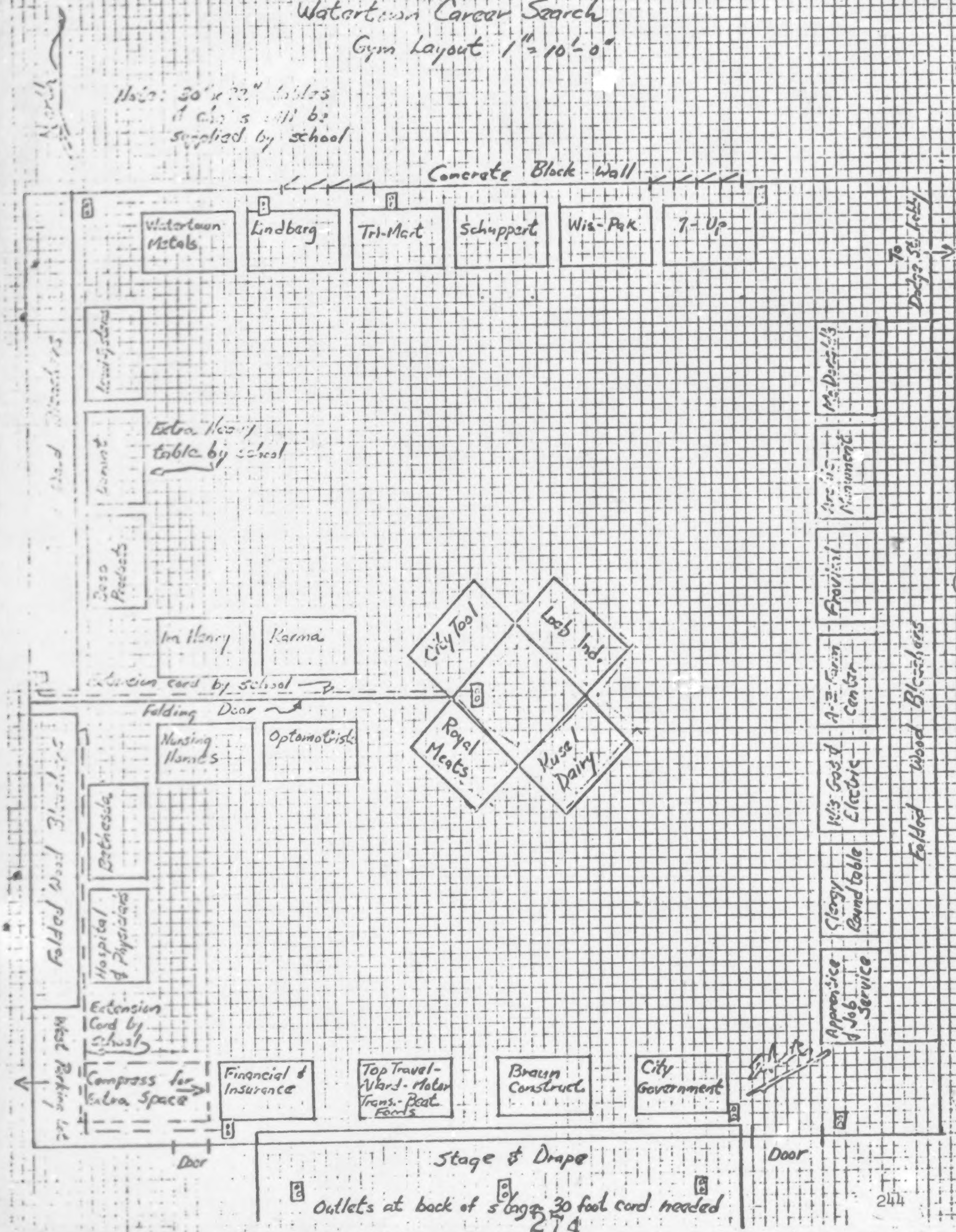
[illegible]

If you have any questions, call.............261-3776

Watertown Career Search

Gym Layout 1" = 10'-0"

Note: 30"x 72" tables & chairs will be supplied by school



CAREER SEARCH 1976

Student Survey

9th Grade

I attended Career Search Yes 347 No 9

If "no", why not? Sick

Was the Career you were interested in represented? Yes 182 No 164

Were the representatives able to answer your questions? Yes 248 No 95

What information weren't you able to get?

Masonry
Insurance
Truck driving
Game Warden
Policemen
Accounting
Conservation
Store Merchants
Interior Decorating
Bankers
Architecture
Farming
Music
Commercial Art
Armed Forces
Veterinarian
Counselling
Bartending
Art
Auto Mechanics
Bakeries
Fashion Designing
Optometry
Hydraulics
Sciences
Forestry
Pottery
Ministry
Modeling
Social Service
Teaching
Chef
Floral
Maintenance
Agriculture
Stewardess
Colleges
Photography
Taxidermy
Home Decorating
Restaurant Management and ownership

Did you find it helpful to have students as well as adults in the booths? Yes 276 No 66

Do you have any suggestions to improve Career Search? Please help us by listing specific ideas.

Booths could have been labeled more clearly - signs larger
Students would have enjoyed participating in more things than were available
50% plus preferred more time to gather more information - possibly a Saturday
More Career opportunities present
Booth for part-time jobs
More on law and sciences
Run to later hour - not much left to see by 2:30 p.m.

CAREER SEARCH 1976

Student Survey

10th Grade

I attended Career Search Yes 97 No 9

If "no", why not?
- Job
- Absent
- No study hall - 6
- No interest - 2

Was the Career you were interested in represented? Yes 61 No 35

Were the representatives able to answer your questions? Yes 82 No 12

What information weren't you able to get?

- Truck Driving
- Florist - 2
- Beauty Culture
- Pamphlets

Did you find it helpful to have students as well as adults in the booths? Yes 82 No 15

Do you have any suggestions to improve Career Search? Please help by listing specific ideas.

- Include Technical Schools other than Madison
- Armed Forces - 2
- More variety - 5
- Printed material should be available, film strips not enough
- Include Colleges
- More time to look
- More qualified people to answer questions - 2
- DNR
- Opportunities outside Watertown
- Test to discover what career to pursue
- Too much stuffing of cookies and pop and not enough questioning
- Listing of schools, courses and costs
- More demos, less talking - 3
- Students should be excused from classes to attend - not just Study Hall
- Less large manufacturers, more service type jobs
- How to get into career
- Trash cans for paper cups
- Sales
- Keep booths going through 4 p.m. (It was all over by 7th period)

CAREER SEARCH 1976

Student Survey

11th Grade

I attended Career Search Yes 103 No 9

If "no", why not?
- No study hall
- No time - 3
- Absent - 4
- No interest

Was the Career you were interested in represented? Yes 50 No 50

Were the representatives able to answer your questions? Yes 79 No 13

What information weren't you able to get?

- Navy
- How much to get started
- Home Economics
- Aquanaut
- Not much information about career itself
- Beauty Culture
- Foreign Language
- Truck Driving
- Veterinary Medicine

Did you find it helpful to have students as well as adults in the booths? Yes 74 No 27

Do you have any suggestions to improve Career Search? Please help us by listing specific ideas.

- Beautician too busy to answer questions
- Veterinary Booth
- Out of State Opportunities
- More occupations for girls - 2
- Less food hand-outs
- Classes should be released, not just study hall periods - 2
- Not many jobs available
- Need college information that offer part-time courses, and Vocational Schools (several)
- Eliminate Jr. High - only thing they got was full stomachs
- Eliminate program - 2
- More professions
- More information
- More variation - diversification
- Opportunities outside Watertown - 6
- Visitors did not ask enough questions
- Medical field should have more representatives
- More time to look - 2
- More students in booths
- Students in booths not much help
- Extend to two days
- Include Military - 2

CAREER SEARCH 1976

Student Survey

12th Grade

I attended Career Search Yes 65 No 7

If "no", why not?
- Worked at home - 2
- Sick
- No study hall - 3
- Career already chosen

Was the Career you were interested in represented? Yes 44 No 11

Were the representatives able to answer your questions? Yes 44 No 11

What information weren't you able to get?

- Park and Rec - officials and umpires
- Foreign Service (Not Military)
- Florist
- Fashion
- Book-keeping
- Court Reporting
- Pre-School education
- Family Help
- The training necessary for jobs
- Truck Driving
- Interior Decorating
- Food careers
- School information
- Nursing
- Social work
- Housing

Did you find it helpful to have students as well as adults in the booths? Yes 42 No 9

Do you have any suggestions to improve Career Search? Please help us by listing specific ideas.

- Have music playing
- Representatives did not show up in some booths, have schedule set up
- Lawyers
- Technical School should do more
- Representatives should not close booths so early
- Don't repeat this program
- Representatives acted as though forced to be there
- What training is necessary
- Get more business and manufacturers
- Best yet
  - College not covered - (several mentioned this)
- Expand to include jobs outside Watertown
- Students not effective in booths

CAREER SEARCH

TEACHER SURVEY

Did you attend Career Search?
As an individual 20
With your class 2

Did you (or your students) initiate a class discussion about Career Search? Yes 18

Positive aspects of Career Search:

- Scope of offerings to investigate
- Students seemed interested
- Student workers drew more attention
- More displays and activity this year
- Information on available jobs and needed training was improved
- Number of students attending
- Community cooperation
- Opportunity was there
- Public Relations for School
- Positive comments from business
- Better layout this year
- Pre-plan meetings good
- No armed forces
- Well organized
- Hall traffic minimal
- Creative displays
- Excellent coordination
- Best yet
- Greater awareness of Watertown area jobs
- Gave idea of wide scope of jobs available

What suggestions do you have to improve Career Search?

- Provide "on the job" experiences
- Printed itinery of responsibility
- Set up tours for classes (5 in group)
- More active involvement in booths
- More "in school" publicity : students unaware
- Students in booths need more to do-just sat
- All students should be able to visit
- Move out into J.C.,Jefferson, Juneau,etc.
- Continue adding
- Booths with movement drew more students
- Follow-up meeting
- Bigger signs indicating skills, training, salary
- More info on opportunities, " , " , salary
- Orientation of students before event
- Invite neighboring schools
- Expand to accommodate college-bound student
- Hold earlier in year
- Less hard sell and more aid

Would you be willing to serve on a staff committee for 1976-77?

- Duffrin
- Bobb
- Monogue ?
- Van Valin
- Tiedeman
- Amthor
- Peterson
- Weyeneth
- Bill
- McNaughton
- Schwoch
- Larson
- Schloemer
- Oemig
- Vinger
- Wittenwyler

WATERTOWN SCHOOL DISTRICT

EVALUATION BY BUSINESS AND INDUSTRY

OF CAREER SEARCH ACTIVITY 1976

	Poor	Fair	Good	Excellent
How do you rate this Career Search Event?	-	2	15	13
What is your ating of student interest?	2	13	13	4
Facility?	1	-	27	5
Preparation?	-	1	22	6
Time of year?			18	12

Other Suggestions:

Additional electric supply - or prior planning to equalize load.
Need only be on every other year basis.
Eliminate free 7-Up.
All booths should have action.
Afternoon session with representatives in classroom situations with students selecting 3-4 areas of interest, each session 20-40 minutes.
Need more students in booths.
Screen students and have them visit professions.
Need more brochures.
Emphasize to students the purpose is to explore careers and long-range opportunities, not immediate employment.
Put Agri-Business in separate area to wholesale.
Larger displays should be put towards back.
Eliminate Junior High students.
Interest shown in florist, nursery training.
Students used time for social period rather than investigating careers.
Beauty demonstration caused jam-up.
Lack of leadership by Sr. High counselors dampened enthusiasm of the students planning the event.
More follow-up for better planning next year.
Get together immediately to evaluate program.
Somewhat earlier date may be helpful for those planning employment after graduation.
Feedback from students as to what their interests are.
Student participation not too effective, but could be developed.

Will you participate next year?	15 Yes		See Separate Listing
Will you be chairman for Division?	10 Yes	3 Possibly	
May we add your name to speakers list?	18 Yes		

VOLUNTARY PARTICIPANTS FOR 1977 CAREER SEARCH ACTIVITY

Loeb Industries, Jan Rickerman
Goodyear Tire, Gene McConkey
Kottwitz Electric Motor Service
Federal Land Bank-Production Credit
Braun's Inc., Tom Fleming
Watertown Chamber of Commerce, Reno Sukow
DDDKG, Architects
7-Up, Tom Kwapil
Minar Office & School Supply
Clergy Roundtable
City of Watertown, Bernice Ertl
Lindberg, Joe Barnes-John Katisch
Penn Division,Johnson Controls
Loraine Heiliger, Vocation School
Don Heiliger, Vocation School
Pederson Funeral Home
Ralston-Purina, Joe Holthaus
Dr. A.F. Grosnick, D.D.S.
Pharmacists Al Shumaker and Dave Guderian
McDonald's, Betty Ann Weber
Lewis Systems
Wisconsin Elec. and Gas Co., John Ernster
Bethesda Lutheran Home, Peter Rohls and Carol Huebner
Watertown Memorial Hospital, Sharon Abraham

POSSIBLE COMMITTEE MEMBERS

Gene McConkey, Goodyear
Reno Sukow, Chamber of Commerce
Al Shumaker, Pharmacist
Tom Kwapil, 7-Up
Clergy Roundtable
Sharon Abraham (will co-chairman)
Tom Fleming, Braun's
Dr. Grosnick, D.D.S.
Dave Guderian, Pharmacist
Minar's Office & School Supply
Bernice Ertl, Watertown City Government
Loraine and Don Heiliger (Possibly)

SPEAKERS LIST FOR CLASS ROOM

Loeb Industries, Jan Rickerman
Goodyear Tire, Gene McConkey
Rock River Co-op, Elmer Boll
Loraine and Don Heiliger
Dave Pederson (Funeral Home)
Al Shumaker, Pharmacist
Dave Guderian, Pharmacist
Tom Kwapil, 7-Up
Wisconsin Electric & Gas Co., John Ernster
Lindberg, Katisch and Barnes
Penn Division Johnson Controls (Small group discussions)
Clergy Roundtable
Production Credit-Land Bank
Braun's, Tom Fleming
Joe Holthaus, Ralston-Purina
All Dentists
McDonald's
DDDKG, Architects
Minar's Office and School Supply
Bethesda, Rohlfs and Huebner
Sharon Abraham, Memorial Hospital